A Prescriptive, Reflective, Integrative Model for Educators
~ The P R I M E Model ~
East Central University College of Education and Psychology
Teacher Education Handbook

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CHAPTER 1
Introduction to the Teacher Education Program

WELCOME
Congratulations upon your interest in becoming a member of the teaching profession. In addition to being one of the largest professions, teaching may be considered 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 students, 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.

However, a genuine challenge serves to attract people equipped to accept it. 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.

UNIT BELIEFS
In pursuit of the following mission statements, East Central University’s College of Education and Psychology believes that the role of excellent teachers is to:

- Provide a fundamentally sound, research-based approach to teaching that directly and positively affects student learning.
- Create a safe and secure learning environment where all students can learn.
- Develop the potential of every student to gain an appreciation of learning.
- Help every student acquire the basic skills and repertoire of thinking strategies for constructing and evaluating knowledge.
- Foster and enhance every student’s positive self-esteem.

We are committed to the belief that all children can learn and that they deserve the highest quality education. We strive to ensure that our candidates and graduates share and act upon this belief, thus meeting the needs of their students and the school systems they serve. Furthermore, we believe that it is the right of every child to be taught by a highly qualified teacher. Our highly qualified graduates demonstrate the knowledge, skills, and dispositions necessary to positively impact student learning.
PHILOSOPHY
The faculty of the College of Education and Psychology at East Central University believes that teacher education graduates must reflect the highest ideals of the teaching profession. They must possess knowledge in the traditional areas of scholarly endeavors as well as in pedagogy. The teacher education program follows the philosophy that the effective teacher must be able to translate theory into practice which includes developing and adapting education strategies to meet the needs of diverse learners.

MISSION STATEMENTS
University: 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.

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

Department of Education: Early Childhood Education
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.

Department of Education: Elementary Education
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.

Department of Education: Special Education
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.
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 Valli 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 becomes 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).

East Central University’s College of Education’s 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). The university accreditation, unit accreditation, program accreditation, along with student, department chair, and dean evaluations ensure that the faculty, as well as the programs, contribute to the ongoing of East Central University’s conceptual framework.

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 Teacher Education 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.

**DISPOSITIONS AND PROFESSIONAL PRACTICE**

Candidates preparing for a career as a professional educator must develop and demonstrate the professional dispositions appropriate for this career. East Central University College of Education has identified dispositions related to the following five main areas which will be addressed throughout the program:

- **Professionalism**: the candidate attends experience in a timely manner, dresses and acts in a professional manner, and shows the ability to use appropriate decision making skills.
- **Learning**: the candidate displays knowledge of subject matter and lesson planning as well as displaying a willingness to use feedback and/or criticism as an opportunity for growth and improvement.
- **Respect**: the candidate shows the ability to work well with a variety of personalities and cultures of students and other public school professionals.
- **Expectations**: the candidate prepares lessons that require higher level thinking, models problem solving strategies during instruction and models professional behaviors of an educator.
- **Efficacy**: the candidate is committed to a belief in ongoing assessment to determine needs of students and demonstrates a positive attitude towards believing that all students can learn.

To see the ECU Disposition form, please visit the following link:

[Undergraduate Education Program - Disposition Rubric](#)

**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/CAEP) and those of the State of Oklahoma plus those Institutional standards identified and implemented by the Unit. NCATE/CAEP Standards provide the framework for both the advanced and initial certificate programs of East Central University College of Education. Advanced and initial programs at ECU address the state adopted INTASC Standard as well as the specific ECU unit standards. The standards are as follows:

- **Standard #1**: **Learner Development**: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2**: **Learning Differences**: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3**: **Learning Environments**: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
• **Standard #4: Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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

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

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

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

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

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

**TEACHER CERTIFICATION PROGRAMS OF STUDY**

East Central University’s College of Education offers professional preparation leading to certification. The following links provide both the suggested 4 year degree plan as well as the degree checklist for each program:

2014-2015 Catalog Majors and General Education Requirements | East Central University

https://www.ecok.edu/academic-affairs-programs/academics/degree-requirements/2014-2015

2013-2014 Catalog Majors and General Education Requirements | East Central University

https://www.ecok.edu/academic-affairs-programs/academics/degree-requirements/2013-2014

2012-2013 Catalog Majors and General Education Requirements | East Central University

https://www.ecok.edu/academic-affairs-programs/academics/degree-requirements/2012-2013

Certification areas:

Early Childhood Education (PK-3)
Elementary Education (Grades 1-8)
Elementary/Secondary Education (Grades PK-12)
  • Art
  • Music
  • Special Education (Mild/Moderate)
Secondary Education (Grades 6-12)
  • Secondary Science (Biology, Chemistry, Physics)
  • English
  • Family and Consumer Science
  • History
  • Speech
  • Mathematics

PROFESSIONAL EDUCATION SEQUENCE
All teacher education students (early childhood, elementary, secondary, and elementary-secondary) are required to complete the professional education sequence as part of their teacher education program. The following is the required course sequence for students and is a guide for completion. The blocks are sequential and there are prerequisites to some of the courses in the professional education sequence. The prerequisites are listed in the University Catalog.

OPEN - TAKEN AFTER GENERAL PSYCHOLOGY
PSYCH 3463  Child and Adolescent Psychology
EDUC 2402  Survey of Exceptional Child

BLOCK 1 - SOPHOMORE YEAR (5 HOURS)
EDUC 2012  Foundations of Education
EDUC 2402  Survey of Exceptional Child (If not taken earlier)
EDUC 2211  Field Experience 1

BLOCK 2 - JUNIOR YEAR (6 HOURS)
EDPSY 3513  Educational Psychology
EDUC 3001  Field Experience II
EDUC 4632  Educational Technology

BLOCK 3 - FIRST SEMESTER SENIOR YEAR (4 HOURS)
EDUC 4043  Strategies for Effective Teaching
EDUC 4611  Field Experience III

BLOCK 4 - LAST SEMESTER SENIOR YEAR (12 HOURS)
EDUC 4955  Student Teaching
EDUC 4955  Student Teaching
EDUC 4262  Student Teaching Seminar

TOTAL 30 HOURS
**INITIAL TEACHER CERTIFICATION PROGRAMS**

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

<table>
<thead>
<tr>
<th>CERTIFICATE AREA</th>
<th>GRADE LEVEL</th>
<th>TESTS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>PK-12</td>
<td>OGET, OSAT(02), OPTE PK-8(75) OR OPTE 6-12(76)</td>
</tr>
<tr>
<td>Communication (Speech/Drama/Debate)</td>
<td>6-12</td>
<td>OGET, OSAT(40), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>PK-3</td>
<td>OGET, OSATE(05), ORT, OPTE PK-8(75)</td>
</tr>
<tr>
<td>Elementary</td>
<td>1-8</td>
<td>OGET, OSAT(2 subtests) ORT, OPTE PK-8(75) Subtest 1: Reading/Language Arts(50)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtest 2: Math/Sci/SS/Health &amp; Fitness/Fine Arts(51)</td>
</tr>
<tr>
<td>English</td>
<td>6-12</td>
<td>OGET, OSAT(07), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences/Career Tech Family &amp; Consumer Sciences</td>
<td>6-12</td>
<td>OGET, OSAT(09), OPTE 6-12(76)</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>6-12</td>
<td>OGET, OSAT(17), OPTE 6-12(76)</td>
</tr>
<tr>
<td>World History/Geography</td>
<td>6-12</td>
<td>OGET, OSAT(18), OPTE 6-12(76)</td>
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<tr>
<td>Mathematics*</td>
<td>6-12</td>
<td>OGET, OSAT(25), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Intermediate Mathematics*</td>
<td>6-12</td>
<td>OGET, OSATE(11), OPTE 6-12(76)</td>
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<tr>
<td>Advanced Mathematics</td>
<td>6-12</td>
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</tr>
<tr>
<td>Music</td>
<td></td>
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<tr>
<td>Instrumental/General Music</td>
<td>PK-12</td>
<td>OGET, OSAT(01), OPTE PK-8(75) OR OPTE 6-12(76)</td>
</tr>
<tr>
<td>Vocal/General Music</td>
<td>PK-12</td>
<td>OGET, OSAT(03), OPTE PK-8(75) OR OPTE 6-12(76)</td>
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<tr>
<td>Science</td>
<td>6-12</td>
<td>OGET, OSAT(10), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Biological Science</td>
<td>6-12</td>
<td>OGET, OSAT(04), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6-12</td>
<td>OGET, OSAT(13), OPTE 6-12(76)</td>
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<tr>
<td>Physical Science</td>
<td>6-12</td>
<td>OGET, OSAT(08), OPTE 6-12(76)</td>
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<tr>
<td>Earth Science</td>
<td>6-12</td>
<td>OGET, OSAT(14), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Physics</td>
<td>6-12</td>
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<tr>
<td>Special Education</td>
<td></td>
<td></td>
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<tr>
<td>Mild-Moderate Disabilities</td>
<td>PK-12</td>
<td>OGET, OSAT(29), ORT, OPTE PK-8(75) OR OPTE 6-12 (76)</td>
</tr>
</tbody>
</table>

**Considering middle level certification**: Please note that ECU cannot recommend candidates for any middle level certification. This means that for certification, candidates must take the appropriate OSAT exam(s) that corresponds with their degree. Candidates taking only the middle level OSAT cannot be recommended for certification by ECU; therefore, the State Department of Education will not issue a certificate. Once candidates are certified, then additional certification areas, including middle level may be added to any certificate based on testing. See the Office of Certification for further clarification.
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CODE OF ETHICS OF THE EDUCATION PROFESSION

As adopted by the 1975 NEA representative assembly

Preamble

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

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

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

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

PRINCIPLE I
Commitment to the Student

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

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

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student’s access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
   a. Exclude any student from participation in any program
   b. Deny benefits to any student
   c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
PRINCIPLE II
Commitment to the Profession
The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

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

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

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

PROFICIENCIES, DISPOSITIONS AND PROFESSIONAL PRACTICE
In keeping with the College of Education and Psychology mission statement and the teacher candidates of East Central University's licensure programs are expected to have the required proficiencies and to demonstrate the dispositions and professional practice appropriate to the field of teacher education.

PURPOSE OF HANDBOOK
The purpose of this handbook is to provide information related to the processes of completing the teacher education program and acquitting teacher certification. The process outlined includes: 1) admission to the teacher education program 2) Field experiences 3) E-portfolio 4) Certification. The handbook also provides the roles and responsibilities of the candidates mentor teachers and supervising teachers. The handbook is divided into seven chapters: 1) Introduction 2) Admission to Program 3) Field Experience & Professional Blocks 4) Cooperating Teacher 5) University Supervisor 6) Portfolio 7) Appendices. The teacher candidate is responsible for reading and understanding the policies and procedures outlined in the handbook.
CHAPTER 2
Admission to Teacher Education

SELECTION AND ADMISSION PROCESS

Undergraduate Student Admission Process
Students who are considering teacher education as a career, usually take Block I in the sophomore year. Application for selection and admission to teacher education will be made while the student is enrolled in Block I.

Applications for teacher education are considered in light of the students’ personal traits, work in Block I, college grade point average, English Composition grades, Oklahoma General Education Test (OGET), grade in Fundamentals of Speech, evaluations by professors who have the student in class, personnel records, disposition evaluation by Foundations of Education instructor and other pertinent data. An interview is held with the student by a team of education faculty. After full consideration, the applicant is either admitted to the teacher education program or denied. If denied, the student is given justification for the denial. If appropriate documentation is submitted or the deficit(s) improved, the student can reapply.

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

1. Submit a completed “Application for Selection/Admission Into Teacher Education” form which can be found at the following link: http://bit.do/Teacher-Education-Application
2. After completion of at least 36 credit hours with a grade point of 2.5 or better, the student may enroll in EDUC 2012 Foundations of Education.
3. Achieve a “C” or above in ENG 1113 Freshman Composition I, ENG 1213 Freshman Composition II, and COMM 1113 Fundamentals of Human Communication. The student can be currently enrolled in these courses but may not progress to professional block II without achieving a “C” or better upon completion of each course.
4. Receive a satisfactory recommendation from an education faculty interview committee.
5. Provide documentation of experiences working with children/youth (completion of EDUC 2211 Field I or concurrent enrollment will satisfy this requirement).
6. For Conditional Admission, achieve a liberal arts and sciences college grade point average of 3.00 or higher in all liberal arts and sciences courses OR score at or above the level designated for math, reading, and writing on the Pre-Professional Skills Test (PPST). An applicant may also qualify for conditional admission by possessing a baccalaureate degree from an accredited institution in the United States. Conditional Admission is valid for one semester, after which the application must meet Unconditional Admission requirements. NOTE: While a student is conditionally admitted, he or she may enroll for the following semester with the understanding that enrollment may be cancelled if unconditional admission requirements are not met by the beginning of the following semester.
7. For Unconditional Admission, in addition to conditional admission requirements, achieve a passing score at the level required by the Oklahoma Commission for Teacher Preparation.
office of Educational Quality Accountability (OEQA) for state certification on the Oklahoma General Education Test (OGET).

After full consideration, the applicant is (a) admitted to teacher education; (b) admitted on condition; or (c) not admitted.

Applicants who are not admitted may submit written appeal to the Teacher Education Committee for a hearing and reconsideration. Appeal procedures are available at the following link:

Education Program Appeal, Dismissal and Suspension | East Central University

Note: Under current Oklahoma State Department of Education regulations, students holding a Bachelor of General Studies degree do not qualify to receive a teaching license under the Alternative Teacher Certification Program. Students should contact the Oklahoma State Department of Education for more information.

TRANSFER STUDENT ADMISSION PROCESS
Transfer students who have not begun a teacher education program (professional education sequence) at another institution begin the admission process with other non-transfer students in the Block I semester. These transfer students are assigned advisors according to their major teaching field.

After having been admitted to the university, transfer students who have begun a teacher education program at another institution report to the Office of the Dean of the College of Education and Psychology. In the Dean's Office, these transfer students (1) complete the "Application for Teacher Education" form and (2) have their college transcripts reviewed for sufficient GPA for program admission, for an unofficial teacher education degree check, and (3) have their work evaluated by the Certification Officer. The Certification Officer arranges the interview and provides the on-line registration material for the Oklahoma General Education Test (OGET). Such transfer students are not permitted to enroll in, or continue in, the professional education sequence or education methods courses until they have satisfactorily completed admission requirements.

RE-INTERVIEW PROCESS
Teacher education applicants who are deferred by their first interview will be re-interviewed by an individual selected by the Dean. The re-interview will be conducted by one of the following:

1. The Director of Field Experiences. If this faculty member is the applicant’s advisor, the second option must be used.

2. The coordinator of the applicant’s intended teacher education program: elementary education; early childhood education; special education; or secondary or K-12 education. If this faculty member is the applicant’s advisor, the first option must be used.

REQUIREMENTS FOR RETENTION AND GRADUATION IN TEACHER EDUCATION
Students who are admitted to teacher education and intend to graduate from the program must maintain their eligibility while enrolled. The Teacher Education Program has an ongoing informal evaluation, and specified reviews of teacher education majors regarding continued eligibility for
retention, certification, and graduation in teacher education. The following is the review procedure for retention:

1. A continuous informal evaluation is in progress for each student enrolled in professional education classes. This evaluation is accomplished by each professor being sensitive to special problems or concerns that may be noted. If a problem or concern is observed and is considered serious enough to be a part of the student’s record, the professor will file a formal report with the Director of Teacher Education. This report will be the basis for a formal reevaluation of the student by an appropriate committee to determine the eligibility and suitability of the student to remain in teacher education.

2. The second review in the retention program takes place as needed at the request of the Dean of the College of Education and Psychology and consists of the following three parts: (a) the student’s grade point average will be examined, (b) the student will be formally evaluated by the professor, and (c) the student’s portfolio will be evaluated. A student who has not maintained an overall grade point average of 2.50 or better in all college work attempted may not enroll in additional professional education courses until the grade point average is 2.50 or better. An unfavorable evaluation by the professor will lead to a formal reevaluation of the student by an appropriate committee to determine the eligibility and suitability of the student to remain in teacher education. A student with an unsatisfactory portfolio will not be allowed to continue in the program until a satisfactory portfolio is presented.

3. The third review in the retention process occurs at the time the student applies for student teaching when eligibility for student teaching will be examined.

4. The evaluation process continues through EDUC 4262 Student Teaching Seminar and Supervised Student Teaching [EDUC 4955*, EDUC 4965*, or EDUC 4975*]. *Enrolled in twice so a student will receive ten (10) hours of credit.

Students who meet any condition listed above will be assigned a teacher mentoring plan. The policy for the teacher mentoring plan is as follows:

**ECU EDUCATION MENTORING PLAN**

1. If the Director of Field Experience & Student Teaching reviews evaluations and disposition documents and dispositional concerns are identified in any of the following ways, the mentoring plan will be implemented.
   A. The Director of Field Experience & Student Teaching 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 student is involved in a severe incident which warrants immediate review.

2. The Director of Field Experience & Student Teaching will review each teacher candidate’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 Field Experience & Student Teaching). If the disposition violation is reported during the semester the same process will be followed.

3. The Teacher Candidate 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 the student is responsible for taking action to improve the disposition. Also, he/she will be notified that if the disposition problem doesn’t improve that he/she will be required to meet with the mentoring committee to establish a formal Plan of Improvement.

Or, the Teacher Candidate 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 Plan of Improvement 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 Teacher Education Committee (including the Directors of Education). 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.

A student who is removed from the teacher education program may appeal to the Teacher Education Committee for a hearing and submit evidence of cause for reconsideration.

**TEACHER EDUCATION COMMITTEE**

This committee is composed of the Director of Teacher Education (Committee Chair); the Director of Field Experiences; one faculty member to represent each teacher certification program: Art, Business, Communication, Early Childhood, Elementary, English-Languages, Family and Consumer Sciences, Kinesiology, Mathematics, Music, Science, Special Education, Social Studies, representatives of all graduate certificate programs, and, two practicing professional educators (to serve one year each). All members of the Teacher Education Committee will be directly involved in teacher education program review. This committee recommends to the Academic Committee for undergraduate programs or to the Graduate Committee for advanced programs, all curriculum changes affecting teacher education or teacher certification and recommends policy changes or the development of new policies regarding teacher education to the President of the university.

**APPEALS, SUSPENSION, AND DISMISSAL**

**Admission Process—Appeal**

The Teacher Education Committee has the responsibility for conducting due process hearings for students who wish to appeal a decision or policy regarding teacher education admission. If an appeal is desired, the student should write a letter to the chair of the Teacher Education Committee (Dean of Education and Psychology) requesting a hearing. Additional information concerning the process for appealing may be obtained from the office of the Dean of the College of Education and
Psychology. A student may appear before the Teacher Education Committee to have the application considered.

**Suspension from the Teacher Education Program**

A student shall be suspended immediately when there is reasonable belief that grounds exist for such suspension from the Teacher Education Program. In addition, if there is a reasonable belief, the immediate suspension of a student is necessary because it is to be considered in the best interests of the Teacher Education Program, the public schools, or public school students; then the Dean of the College of Education and Psychology (or in the absence of the Dean, the Chair of the Education Department or designee) may suspend the student immediately from the Teacher Education Program, including field experiences or student teaching. When circumstances arise indicating there is an immediate need to suspend, the student will be notified verbally or in a delivered message from the Dean. The process for dismissal of a student from the Teacher Education Program will be initiated, if necessary, within five calendar days following suspension of the student. To the extent possible, students reinstated after the initiation of the suspension from the Teacher Education Program policy, will be restored to their previous position and status without action detrimental to their studies, progress and evaluation of their work.

**Denial of Admission or Dismissal from the Teacher Education Program**

The obligation for maintaining academic integrity, professional standards and ethics, and legal responsibilities should be considered fundamental in the preparation of future educators. East Central University’s Teacher Education Program assumes this obligation to parents, public schools, and the State of Oklahoma. In this respect, the Teacher Education Program will attempt to screen and deny admission or dismiss from the program those students deemed unsuitable teacher education students. This is an attempt to protect public school students from unacceptable teacher education students. In addition, this good faith effort will preserve the credibility and effectiveness of the Teacher Education Program in maintaining its relationship with public districts and demonstrate the program’s efforts to provide teacher students who are suited to teach public school PK-12 students.

East Central University maintains the obligation to deny admission to or dismiss from the Teacher Education Program at any time, any student whose personal conduct is deemed detrimental to:

1. The welfare of students in the public schools;
2. The teacher education program’s effective working relationship with the public schools;
3. The 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 who is denied admission or who is being considered for 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:

a) The proposed action;
b) The grounds for the proposed action;
c) The evidence sustaining the alleged personal conduct in question; and
d) The opportunity to appeal the proposed action to the Teacher Education Committee.

The student who is denied admission to or dismissed from the Teacher Education Program who wishes to appeal this decision must request, in writing, a hearing within ten (10) calendar days of receipt of written notice of the proposed action. A hearing date will be set and the student will be notified of the day, date, time, and location of the hearing by the chair of the Teacher Education Committee. The hearing will be conducted by the Teacher Education Committee with the chair of the Committee presiding. The student will be afforded those rights available under an administrative hearing. The chair of the Teacher Education Committee shall render in writing, the findings of fact and the decision of the Teacher Education Committee. This written decision will be completed within a reasonable period of time. The Dean of the College of Education and Psychology will decide if the student will be allowed to attend classes, including field experiences and student teaching, during the pendency of the hearing.
CHAPTER 3
Field Experience & Professional Blocks

DESCRIPTION
Teacher candidates at East Central University have the opportunity to work directly with PK-12 students during three field experiences associated with the professional education sequence. Urban and rural partner schools provide varied learning environments that allow the teacher candidates to experience diverse cultures, socioeconomic differences and a variety of instructional strategies. Partner schools in the ECU service area work closely with ECU to identify effective mentor teachers. Every effort is made to identify National Board Certified teachers in addition to teachers with advanced degrees in their certification area to serve as cooperating teachers.

ECU Field Experiences require active participation by our candidates with a minimum of three different placements of various involvements; therefore, candidates are given opportunities to experience and adapt to a variety of settings, teaching styles, grade levels, and diverse student populations. The teacher candidates receive direct instruction, formal evaluation and feedback throughout the experiences. Candidate reflections and interactions with the mentor teachers throughout the field experiences require active participation to facilitate the integration of theory and practice which is evaluated through Chalk & Wire® electronic portfolio.

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

Teacher candidates pursuing a licensure track in teaching, must follow certain policies and procedures that exist as well as various requirements which must be met. In addition to an understanding of policies, procedures, and requirements, the candidate also needs to have a good understanding of candidate roles and responsibilities as development of teaching skills progress through field experiences I, II, and III and finally, through student teaching experience.

Field experiences I, II and III consist of pre-student teaching experiences followed by a 16 week/80 day student teaching experience. Field Experiences I, II, and III give multiple opportunities to put into practice the competencies gained as they pursue a teaching degree or certification. During field experiences, candidates prepare for teaching by progressing through increasing levels of complexity of content, pedagogy, reflection and classroom observation. In the process, candidates become knowledgeable and competent in subject matter content, effective teaching practices and reflective practice. Candidates learn to work effectively in dynamic environments in which knowledge and skills change quickly; becoming adept at learning, critiquing and using new knowledge and come to view and experience good teaching as problem solving.
GENERAL PLACEMENT POLICY

Each cooperating school has expressed a level of commitment to the ECU teacher preparation program by working actively with the Director of Field Experience & Student Teaching to determine the best placement of field experience and teacher candidates. Placements involve shared responsibility between ECU and the cooperating school district. The Director of Field Experience & Student Teaching meets with the field experience students during the first two weeks of the semester. These meetings are announced on the Field Experience bulletin board, as well as in the course Blackboard shell. At this meeting, the students are informed about the purposes and procedures for this experience and information is collected on a form regarding each student’s site preference for that semester’s field experience. Also, information is shared explaining where online policies, procedures, evaluations and other pertinent forms may be located, completed and submitted. Additionally, information regarding background check systems and procedures are communicated.

Candidates must select three different school districts for their field experience courses. For their final student teaching experience block students may select a fourth school district or return to one of the previous districts. ECU maintains a commitment to diversity in its field placements. Criteria considered in this commitment include school population, student population ethnicity, socioeconomic status, classroom/administration characteristics including number of special education teachers, and free/reduced lunch information. This policy exists to ensure diversity of experience with students who differ in racial/ethnic background and socioeconomic status; to provide a broad and rich experience in schools with different philosophies and of different sizes; and to increase the possibility of employment by helping the student become better acquainted with various school districts and thus create contacts for possible future job openings and professional references.

Candidates desiring placement in Ada, Byng, or Latta districts are assigned a location by the Field Experiences office. Students are notified of this placement and of the time and place they are to meet with the building principal for orientation by a written notice on the bulletin board and through Blackboard®. At this time, students are responsible for making observation arrangements with the cooperating teacher. For verification of placement and assurance of compliance, selected forms are signed by the principal and cooperating teacher and then scanned by the student and uploaded electronically to Blackboard®. The signed forms must be submitted to the Field Experience Office by the posted deadline (on the bulletin board and through Blackboard®).

Students desiring placement in school systems other than Ada, Byng, and Latta are also provided information regarding where online policies, procedures, evaluations, and other pertinent forms may be located, completed and submitted. Policies and procedures are the same for all field experience students, regardless of district placement.

FIELD EXPERIENCES I, II AND III GENERAL REQUIREMENTS

When candidates enroll in the first block of education courses, EDUC 2012 Foundations of Education and EDUC 2211 Field Experience I, they immediately begin observation work for Field Experience I, and then in following semesters they will complete blocks II and III which will include
Fields II, III and student teaching experience. Field I, II and III are early field experiences consisting of observation in classrooms with experiences designed to support the following:

- Understanding of the various requirements and components of the Teacher Education Program
- Understanding of the operation and components of today’s educational system in America
- Understanding of the principles of learning and classroom management
- Understanding various levels of human growth and development as they apply to the learning processes
- Understanding of learning objectives and effective teaching models
- Identifying elements of an effective lecture, demonstration, and/or discussion
- Identifying the steps necessary for facilitation of inquiry and critical thinking on the part of the student
- Understanding appropriate teaching styles for various situations
- Understanding various motivational techniques, technological techniques and questioning techniques in lesson planning and delivery
- Identifying environmental variables which affect classroom management
- Understand successful strategies for working with children from diverse populations

**Professional Block I:**
Enrollment for Block I include the following courses which must be taken and successfully completed during the same semester:

**EDUC 2012 Foundations of Education**
Catalog Description: A historical, philosophical and organizational foundation of American education and global education. Elements of professionalism and the teaching profession.

**EDUC 2211 Field Experience I**
Catalog Description: A 25 clock hour laboratory experience in which potential teacher candidates observe in elementary, middle/junior high, and high schools to acquire a more mature perspective of the stages of development of students and the roles of teachers and other professionals.

**Professional Block II:**
Enrollment for Block II includes the following courses which must be taken and successfully completed during the same semester:

**EDUC 4632 Educational Technology**
Course Description: This course includes the selection, utilization evaluation and production of instructional technology. Familiarization with instructional tools, multimedia, computer technology and other emerging technologies. Laboratory sessions devoted to equipment operation and software production for multimedia presentations.
**EDPSY 3513 Educational Psychology**

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

**EDUC 3001 Field Experience II**

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

**Professional Block III:**

Enrollment for Block III includes the following courses which must be taken and successfully completed during the same semester:

**EDUC 4043 Strategies for Effective Teaching**

Course Description: Development of learning units, lesson plans, instructional objectives, and evaluation techniques. Study of grouping and classroom management. Assignments will differentiate between elementary and middle school.

**EDUC 4611 Field Experience III**

Course Description: Twenty-five hours of public school classroom experience with the teacher candidate observing regular classroom events in general and specifically those related to topics covered in EDUC 4043 Strategies for Effective Teaching.

These field experiences provide guided practice in which students can begin developing desired teaching knowledge and skills. During field experience, students are given an introduction to reflective practice and an opportunity to experience teaching. Students are encouraged to develop their own ideas, apply them to an educational setting and be reflective in their evaluation of lessons.

Field experience begins when students enroll in the EDUC 2012 Foundations of Education and continues through the completion of EDUC 4303 Strategies for Effective Teaching. During EDUC 4303 Strategies for Effective Teaching, students will be required to participate in a number of in-school experiences.

For each of the field experiences, students will be required to complete 25 clock hours in the classroom and may have a number of assignments to complete with accompanying block course work in the electronic portfolio.

**APPLICATION REQUIREMENTS FOR FIELD EXPERIENCES**

Prior to beginning field experiences, the student will need to apply for the field experience appropriate to the semester block needed so that the Director of Student Teaching & Field Experience can grant permission to begin in-school observation activities. Students are required to have the field application approved prior to entering the classroom. **If a student enters the classroom prior to approval, a dispositional concern will be filed and the candidate risks**
being removed from the program. This process begins when students refer to the first blackboard assignment in the assigned field course.

APPLICATION PROCESS FOR FIELD EXPERIENCES

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

- Submission of a cleared background check through CertifiedProfile® located at certifiedbackground.com.

For application approval in blocks II and III, the candidate must be admitted to the teacher education program.

BACKGROUND CLEARANCE

In order to ensure safety to public school students, ECU requires all teacher certification students to provide verification of a cleared, current background check prior to placement in the classroom. The background check must be compliant and completed within the year the field experience is to occur. Students will have to complete the background check more than once. Background checks must be completed through CertifiedBackground.com and costs $12. Candidates may not participate in any field experience without a current clearance on file. Schools frequently ask to see a teacher candidate’s resume.
PROFESSIONAL RESUME
As part of the Block I experience, students are required to submit a professional resume in their electronic portfolio located in Chalk and Wire. Students will be guided through this process in EDUC 2012 Foundations of Education. Students should update resumes with gained field experience as they continue in the education program.

PHOTOGRAPH
A required component of the Field Experience application is that each student must submit a digital photo in professional attire. Students are expected to groom and clothe themselves as if preparing for the first day of student teaching. A photograph provides a means by which ECU can help ensure that students present a professional image in cooperating school districts.

ECU FIELD EXPERIENCE IDENTIFICATION CARD
A required component of the field experience is to obtain an ECU Field Experience ID. This ID may be purchased at the University Center information desk (where other ECU ID’s are made). This ID is required for identification of all ECU education students observing in public schools. The ID’s are color coded for each field. Field I—Orange; Field II—Gold; Field III—Silver. The ID’s must be worn each time a student checks in to a school to complete observation hours. This ID must also be worn to all education meetings.

LIABILITY INSURANCE
Field experience students and student teacher candidates in Oklahoma are subject to the same legal processes in cases of negligence or malfeasance as are regular teachers. Therefore, you are encouraged to acquire the reasonable priced insurance offered through membership in the Student Education Association (SOEA). For more information about SOEA, see the following link: Oklahoma Education Association - OEA Student Program

STANDARDS OF PROFESSIONALISM DURING FIELD EXPERIENCES
During the in-school observation hours of field experiences, candidates are expected to follow the principles, standards, and rules regarding proficiencies, dispositions, and professional practice described in the ECU Education Program Disposition Rubric. Students should behave professionally at all times and keep in mind that this school may be a district they choose for completion of their student teaching. Candidates need to make a good impression. Candidates should:

- Avoid arriving late
- Dress professionally and attend to personal hygiene
- Wear any district required identification in plain sight at all times. As well as required ECU identification card
- Keep your observation appointments! If an emergency arises and you must adjust your plans, notify the school and teacher immediately with sincere apologies.
- Track all observation hours on required time sheet and have cooperating teacher sign when observation hours are complete
- Use professional language in and out of the classroom with everyone (no profanity or overly casual language) — with adults and students alike.
- Demonstrate attentiveness and an eagerness to learn.
- Display a willingness to use feedback and/or criticisms as an opportunity for improvement and growth.
- Display a willingness to work with students from different cultures, different socioeconomic levels, and/or different learning abilities.
- Be respectful of peers, families, teachers, staff and principals.
- Be committed to meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner.
- Demonstrate a belief that all students can learn.
- Display persistence in the face of difficulty, stress or adverse conditions.
- Display a positive attitude toward teaching and learning.
- Turn off your cell phone
- Spend all of your observation time in public school engaged in appropriate professional/educational activities.
- Sign in and out daily
- Thank your cooperating teacher and the office personnel each time you visit the school.

**STUDENT TEACHING EXPERIENCE PLACEMENT GUIDELINES AND RESTRICTIONS**

**Student Teaching Experience Cohort Start Date**
ECU offers two cohorts a year: one that begins in August and one that begins in January. These are the only student teaching cohorts available. These times correspond with most Oklahoma school district schedules as well as when ECU College of Education offers the required cohort semester. Student teaching is not available during the summer.

**STUDENT TEACHING EXPERIENCE**
Student teaching experience is the final experience that a candidate must complete in order to be eligible for ECU’s College of Education and Psychology recommendation for licensure or certification upon graduation. This experience provides candidates with the opportunity to develop and refine teaching skills in a supportive, real-world classroom environment. During student teaching experience, candidates will participate in an ECU cohort seminar with a group of your peers that is facilitated by an experienced educator. All candidates are assigned a university supervisor to complete observations and evaluations of assigned teacher candidates in action in the classroom, and it is expected that the student candidate work closely with the cooperating teacher. The university supervisor and cooperating teacher will provide regular, detailed feedback regarding candidate’s teaching performance and mastery of ECU College of Education standards. During this experience, candidates have the opportunity to experience all aspects of a school while interacting with students, parents, the university supervisor, the cooperating teacher and other school personnel. Candidates are expected to encourage academic excellence in the classroom through their ability to implement effective, research-based practices in teaching. *All candidate (field experiences and student teaching experience) evaluations are based upon the following InTASC Model core Teaching Standards:*
A. Content Knowledge and Planning:

**Standard 4-Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/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 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.

B. Learners and the Learning Environment:

**Standard 1- Learner Development:** The teacher understands how learners grow and develop, recognizing the 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- Learner 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 Environment:** 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.

C. Instruction and Assessment:

**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 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.

D. Professional Environment:

**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.

STUDENT TEACHING PLACEMENT GUIDELINES AND RESTRICTIONS
Student teaching experience is a full-time, intensive in-class experience that lasts for a minimum of 16 weeks / 80 days. **Partial weeks of less than three days do not count toward your required number of weeks.** However, pre-service days and professional development days do count towards total number of weeks/days. Placement must be at the appropriate grade level in an accredited school in Oklahoma that meets ECU and state licensure requirements. We do not make out of state student teaching experience placements unless we have state agreements on file with the Dean of Distance Education.

PLACEMENT SPECIALIST—DIRECTOR OF STUDENT TEACHING AND FIELD EXPERIENCE
Once the application for student teaching experience has been submitted, the candidate is provisionally accepted to the cohort. At this time, the Director of Field Experience & Student Teaching collaborates with Oklahoma public school administrators to arrange an appropriate classroom placement. The Director of Field Experience & Student Teaching maintains a relationship with districts and schools, and stays in touch with both the candidate and administrators on a regular basis before, during and after the placement process. When both the Program Coordinator and the Director of Field Experience & Student Teaching ensure that the candidate has met all final requirements, the candidate is considered to be accepted into the student teaching experience cohort. After this acceptance and school placement has been confirmed, the candidate will receive an email confirmation of the placement details including the school name, school address and phone number, principal name and email, cooperating teacher name and email, grade assignment and start date.

LENGTH AND TYPE OF PLACEMENT REQUIRED
The student teaching candidate must be in the classroom full-time all day (as defined by the district). All days present are to be recorded on given time sheet and signed by the cooperating teacher and candidate. It is the candidate’s responsibility to submit assignments to both their seminar instructor and university supervisor. Placement length and type of placement requirements for early childhood, elementary education, PK12 education, secondary education and special education are:

**Early Childhood Education:** Early childhood education candidate placements are a minimum of 16 weeks/80 days long with 8 weeks/40 days in a pre-kindergarten or kindergarten setting and 8 weeks/40 days in grades 1-3. Placements are made within the same school district.

**Elementary Education:** Elementary education candidate placements are a full-day, multi-subject elementary classroom for the entire placement, for a minimum of 16 weeks/80 days.
PK12 Education (Art, Music, & Physical Education): PK12 education candidate placements are a minimum of 16 weeks/80 days long with 8 weeks/40 days in an elementary setting and 8 weeks/40 days in a secondary setting. Placements are made within the same school district.

Secondary Education: Secondary education candidate placements are a minimum of 16 weeks/80 days long in a full-time teaching experience at the appropriate grade level and in the content area for which the candidate will be recommended for licensure. Candidates may only be placed in the content area studied.

Special Education-Mild/Moderate: Special education candidate placements are a minimum of 16 weeks/80 days long with 8 weeks/40 days in an elementary special education setting and 8 weeks/40 days in a secondary special education setting. If, during the candidate's previous practicum, he/she did not experience mild/moderate Pre-K, part of his/her elementary setting must be in a Pre-K environment.

EMPLOYMENT DURING STUDENT TEACHING EXPERIENCE
Student teaching experience is a full time commitment. You may not participate in student teaching part time. You are expected to be at the cooperating school district during all teacher contract hours including evening hours for school events and parent teacher conferences. This includes all assigned teacher duties as well. You are also required to participate in the monthly ECU cohort seminar. It is also expected that substituting for absent teachers will be kept to no more than three days during the student teaching experience. Seminar days, days absent and any days substituting (no more than three) must be recorded on required monthly time sheet.

COOPERATING SCHOOL SELECTION FOR PLACEMENT
When you apply for the student teaching experience, you indicate your top three preferred districts on the application. We do our best to place you in your preferred district and school, but applicants must be aware that is not always possible. The ECU College of Education strongly recommends that students do their student teaching within a 90-mile radius of the university in Ada. If a placement is not available in the applicant’s preferred district, the Director of Field Experience & Student Teaching will seek a placement for you in one of the other two choices. Applicants should not make concrete plans around a placement until we send you official notification that your placement is confirmed and that you have met all requirements to be fully accepted to the cohort. Finding a placement that is close to home is not always possible. Applicants may be expected to travel, in rare cases, depending on the availability of placements in selected area and content area. Placement is not guaranteed although the Director of Field Experience & Student Teaching will make every effort to secure one.

GUIDELINES FOR DISTRICT PLACEMENT
In accordance with ECU College of Education policy, you may not be placed in a district or school where the candidate:
o Has children or siblings currently enrolled;
o Has previously attended as a student;
o Has relatives or close friends who might serve in a supervisory capacity;
o Has a relative, by blood or marriage, on the district board of education;
o Has completed two other field experience assignments; or
o Has been or is now employed.

APPLICATION REQUIREMENTS FOR STUDENT TEACHING EXPERIENCE

Before the assigned deadline for the cohort, the candidate must apply for student teaching and meet basic admission requirements. Once the candidate has applied and admission requirements have been confirmed, the candidate is provisionally accepted to the cohort. The application will be available in Blackboard two months prior to the application deadline. Application requirements for provisional acceptance to the cohort are that the candidate has a (n):

a. Single-sign on account created with the Oklahoma State Department of Education
b. Current, cleared background check on file with the Oklahoma State Department of Education. This background check differs from the background check completed in field experience.
c. Passing score on the Oklahoma General Education Test (OGET)
d. Transcript showing at least 90 completed college hours
e. Letter showing admission to the ECU College of Education Teacher Education Program
f. Transcript showing completion in the junior or senior years' sufficient work at East Central University in the teaching program to provide an adequate basis for evaluation of readiness for student teaching
g. Certification of Program Coordinator approval of the academic preparation of the candidate to complete student teaching experience and that the previous three field experiences represent diverse settings with diverse populations
h. Transcript showing completion (or the equivalent of) EDUC 2012, EDUC 2402, EDUC 2211, EDUC 3001, EDUC 4632, EDUC 4043, EDUC 4611, EDPSY 3513, PSYCH 3463
i. Verify second language competency at the novice-high level
j. Transcript showing a grade point average of 2.50 or better in major course work
k. Transcript showing a grade point average of 2.50 or better in all college work attempted and in university work attempted
l. Transcript showing a grade of "C" or better earned in the following Professional Education courses:
   o EDUC 2402-Survey of Exceptional Children
   o PSYCH 3463 Child and Adolescent Psychology
   o EDUC 2012 Foundations of Education
   o EDUC 2211 Field Experience I
   o EDPSY 3513 Educational Psychology
   o EDUC 3001 Field Experience II
   o EDUC 4632 Educational Technology
   o EDUC 4043 Strategies for Effective Teaching
   o EDUC 4611 Field Experience III

Unless a candidate meets all of these requirements by the published deadline, the application will be denied. Once all requirements have been met and approved, candidates will be notified that they
have been provisionally accepted to the cohort, by email from the Director of Field Experience & Student Teaching.

**WITHDRAWL FROM TWO OR MORE STUDENT TEACHING COURSES**

The East Central University College of Education will guide the candidate, when approved, during a mandatory meeting session, through the enrollment process for the professional education courses required for the student teaching semester. The professional courses are as follows:

EDUC 4262 Student Teaching Seminar

Then, the first, second, or third pair of the following courses:

EDUC 4955 Supervised Student Teaching Elementary Schools
EDUC 4955 Supervised Student Teaching Elementary Schools

EDUC 4965 Supervised Student Teaching Grades PK-12
EDUC 4965 Supervised Student Teaching Grades PK-12

EDUC 4975 Supervised Student Teaching Secondary Schools
EDUC 4975 Supervised Student Teaching Secondary Schools

If a candidate withdraws from two student teaching courses, they are no longer eligible to participate in a third student teaching course. However, if a candidate has experienced extenuating circumstances and wishes to appeal, he/she may do so.

**APPLICATION WITHDRAWL**

Withdrawing from a student teaching course after the application is approved may have serious consequences. If a candidate withdraws after a district/school has accepted him/her for an experience placement, withdrawing may have the potential of interfering with a successful placement in the future. It may also damage ECU’s ability to place other teacher candidates in the district.

**APPEALS, SUSPENSION, AND DISMISSAL FROM STUDENT TEACHING EXPERIENCE**

**Admission Process—Appeal**

The Teacher Education Committee has the responsibility for conducting due process hearings for candidates who wish to appeal a decision or policy regarding teacher education admission. If an appeal is desired, the candidate should write a letter to the chair of the Teacher Education Committee (Dean of Education and Psychology) requesting a hearing. Additional information concerning the process for appealing may be obtained from the office of the Dean of the College of Education and Psychology. A candidate may appear before the Teacher Education Committee to have the application considered.

**Suspension from the Teacher Education Program**

A student shall be suspended immediately when there is reasonable belief that grounds exist for such suspension from the Teacher Education Program. In addition, if there is a reasonable belief,
the immediate suspension of a student is necessary because it is to be considered in the best interests of the Teacher Education Program, the public schools, or public school students; then the Dean of the College of Education and Psychology (or in the absence of the Dean, the Chair of the Education Department or designee) may suspend the student immediately from the Teacher Education Program, including field experiences or student teaching. When circumstances arise indicating there is an immediate need to suspend, the student will be notified verbally or in a delivered message from the Dean. The process for dismissal of a student from the Teacher Education Program will be initiated, if necessary, within five calendar days following suspension of the student. To the extent possible, students reinstated after the initiation of the suspension from the Teacher Education Program policy, will be restored to their previous position and status without action detrimental to their studies, progress and evaluation of their work.

**Denial of Admission or Dismissal from the Teacher Education Program**

The obligation for maintaining academic integrity, professional standards and ethics, and legal responsibilities should be considered fundamental in the preparation of future educators. East Central University’s Teacher Education Program assumes this obligation to parents, public schools, and the State of Oklahoma. In this respect, the Teacher Education Program will attempt to screen and deny admission or dismiss from the program those students deemed unsuitable teacher education students. This is an attempt to protect public school students from unacceptable teacher education students. In addition, this good faith effort will preserve the credibility and effectiveness of the Teacher Education Program in maintaining its relationship with public schools and demonstrate the program’s efforts to provide teacher students who are suited to teach public school students. East Central University maintains the obligation to deny admission to or dismiss from the Teacher Education Program at any time, any student whose personal conduct is deemed detrimental to:

1. The welfare of students in the public schools;
2. The teacher education program’s effective working relationship with the public schools;
3. The 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 who is denied admission or who is being considered for 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:

a) The proposed action;
b) The grounds for the proposed action;
c) The evidence sustaining the alleged personal conduct in question; and
d) The opportunity to appeal the proposed action to the Teacher Education Committee.

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The student who is denied admission to or dismissed from the Teacher Education Program who wishes to appeal this decision must request, in writing, a hearing within ten (10) calendar days of receipt of written notice of the proposed action. A hearing date will be set and the student will be notified of the day, date, time, and location of the hearing by the chair of the Teacher Education Committee. The hearing will be conducted by the Teacher Education Committee with the chair of the Committee presiding. The student will be afforded those rights available under an administrative hearing. The chair of the Teacher Education Committee shall render in writing, the findings of fact and the decision of the Teacher Education Committee. This written decision will be completed within a reasonable period of time. The Dean of the College of Education and Psychology will decide if the student will be allowed to attend classes, including field experiences and student teaching, during the pendency of the hearing.

ECU EDUCATION MENTORING PLAN

1. If the Director of Field Experience & Student Teaching reviews evaluations and disposition documents and if dispositional concerns are identified in any of the following ways, the mentoring plan will be implemented.
   
   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 Field Experience & Student Teaching 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 Teacher Candidate 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 the student is responsible for taking action to improve the disposition. Also, the student will be notified that if the disposition problem doesn’t improve that the student will be required to meet with the mentoring committee to establish a formal Plan of Improvement.

   Or, the Teacher Candidate 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 three for a second and final time.
TEACHER EDUCATION COMMITTEE

This committee is composed of the Director of Teacher Education (Committee Chair); the Director of Field Experiences; one faculty member to represent each teacher certification program: Art, Business, Communication, Early Childhood, Elementary, English-Languages, Family and Consumer Sciences, Kinesiology, Mathematics, Music, Science, Special Education, Social Studies, representatives of all graduate certificate programs, and, two practicing professional educators (to serve one year each). All members of the Teacher Education Committee will be directly involved in teacher education program review. This committee recommends to the Academic Committee for undergraduate programs or to the Graduate Committee for advanced programs, all curriculum changes affecting teacher education or teacher certification and recommends policy changes or the development of new policies regarding teacher education to the President of the university.

STUDENT TEACHING EXPERIENCE: FOLLOWING FULL ACCEPTANCE

Approximately one month prior to the start of the student teaching semester, the Director of Field Experience & Student Teaching will email the candidate additional information regarding student teaching. The Director of Student Teaching will have already provided the cooperating principal and cooperating teacher with the information they need to make the student teaching semester a success. During the ECU cohort seminar (EDUC 4262) the seminar instructor(s) will provide each candidate with additional information and support. In addition, the candidate can always have questions answered and connect with the director of student teaching and field experience via email or telephone.

Student teaching is one of the most significant experiences in a student’s preparation to become a professional educator. It is the culmination of the teacher preparation program in which the student continues the process of blending theory and practice into the art and science of teaching. Student teaching is a part of a genuine capstone event, the Professional Semester, during which the student completes the prescribed knowledge base and demonstrates the ability to apply the teaching skills necessary for entering the education profession as an educator. The following points help clarify the expectations of the student teacher candidate:

1. Knows and maintains the policies of the East Central University and the cooperating school and district. Candidates are responsible for becoming familiar with the guidelines outlined in this handbook. Candidates should also ask the principal or cooperating teacher for access to appropriate faculty and student handbooks containing policies and regulations for the assigned school district.
2. Knows and follows the code of ethics of the teaching profession. Candidates should become familiar with the code of ethics of the teaching profession and adhere to these tenets in all matters dealing with students, the public, fellow professionals, and when seeking employment.
3. Identifies self as a professional educator. Assumes the role of a teacher in relationships with the students and in all areas of conduct both at school and in the community. Candidates should never allow students to call them by their first name. Candidates should also spend lunch periods and other breaks with teachers and/or other professional personnel and not with students or always with other student teacher candidates.
4. Dresses appropriately. Candidates are expected to look and behave like teachers. It is important to be well groomed and dressed in a manner that would be appropriate for a teacher in the given school and subject.
5. Observes schedule of cooperating school and district. Candidates are expected to maintain the same working hours and holidays as the cooperating teachers. They may have to be absent because of illness or important personal business, but should never be absent without notifying the school and cooperating teacher as soon as possible. The same consideration applies to unavoidable tardiness; the cooperating school should be called immediately. If candidates are absent more than 3 times during the semester, we are concerned. If there are more than 5 absences the University Supervisor is to be contacted. Excessive absences, generally more than five during a semester, must be made up regardless of the reason(s) before credit can be earned. The Director of Student Teaching, in consultation with the university supervisor, will schedule the make-up days. In the event of unusual circumstances, situations will be considered on a case-by-case basis.

6. Keeps appropriate track of days present, absent, substituting (no more than three) and seminar meetings as assigned during the cohort seminar course. Teacher candidates are expected to keep the daily arrival and departure time of their cooperating teacher (i.e. if district requires teacher to report at 7:40AM and leave no earlier than 3:45PM, the teacher candidate will do the same).

7. Becomes familiar with the school community. If candidates are not familiar with the school and community, they need to become acquainted.

8. Uses observation time wisely. Understanding how time is allocated and utilized is an important part of the student teaching experience. Candidates should study the cooperating teacher's techniques of classroom management to note how presentation of new material is paced and to become acquainted with the students. Candidates should learn students’ names as soon as possible. Candidates should try to know every student’s name by the end of the first week in a self-contained classroom and no later than the end of the third week in departmentalized situations. It is helpful to observe each child’s level of motivation, responsiveness, attitudes about school, and social interaction.

9. Carefully plans lessons and reflects on improvement (Improves the student teacher’s teaching.) Diligent preparation and reflective evaluation are keys to improving teaching performance. Do not mistake how well the cooperating teacher presents lessons with what may appear to be very casual planning. He or she has probably taught those lessons many times and has refined the presentation with each repetition. Beginning teachers need to plan carefully and specifically in order to have successful lessons. Candidates should analyze each lesson taught to determine how it might be improved and seek suggestions for improvement from the cooperating teacher.

10. Seeks the advice and counsel of the professional team (cooperating teacher, university supervisor, and director of student teaching). All student teachers have questions and experience some problems. The first step in resolving a problem is to have an open discussion with the cooperating teacher and /or university supervisor.

11. Respects the differences between the roles of the student teacher and the cooperating teacher. The cooperating teacher is ultimately responsible for the welfare of the students. When there is a difference of opinion as to how something should be done, you should comply with the wishes of the cooperating teacher. Because of legal ramifications, A STUDENT TEACHER SHOULD NEVER ADMINISTER CORPORAL PUNISHMENT.

12. Volunteers assistance. Simply doing what is asked is not enough for a successful student teaching experience. Candidates should volunteer to assist with any task being done by the cooperating teacher, or to help individual children when involved with only part of the class.

13. Assists with non-teaching duties. A teacher's role extends beyond the classroom. It is expected that you will assist with, or in some instances assume, any duties assigned to the cooperating teacher such as hall duty, playground duty, ticket-taking at ball games, etc.
Candidates should attend all appropriate faculty meetings, in-service workshops and meetings of parent-teacher organizations. The cooperating teacher, principal and university supervisor will determine the appropriateness of participation in parent-teacher conferences or visitations in students' homes.

14. Clears non-routine class activities. Any activities that are outside of the regular classroom routine such as field trips, guest speakers, parties, etc. should be approved by the principal in advance.

15. Limits substitute teaching. Candidates are expected to help in emergency situations, but should not be taken advantage of to the point that it interferes with the rational for, and the continuity of, the student teaching experience. The faculty believes that a candidate should not be asked to substitute outside of their assigned classroom more than three times. If a candidate feels that they are being asked to substitute too frequently, then they should discuss the situation with their university supervisor.

16. Assumes legal responsibility. Student teachers in Oklahoma are subject to the same legal processes in cases of negligence or malfeasance as are regular teachers. Therefore, candidates are encouraged to acquire the reasonable priced insurance offered through membership in the Student Education association. (SOEA)

17. Attends student teaching seminars. Candidates are to be at their assigned school all assigned days except scheduled meetings for their seminar cohort. Days scheduled for seminar may be counted towards student teaching days.

18. Submits required paperwork. Lesson plans and monthly time sheets are to follow any lesson plan format used in education coursework and should be emailed to the university supervisor three days prior to each scheduled visit. At the end of each month, the time sheet is to be emailed to both the university supervisor and to the appropriate seminar instructor. Special education student teacher candidates are to submit one IEP to the Director/Coordinator of Special Education via the university supervisor.

**TEACHER CANDIDATE RESPONSIBILITIES**

Candidates are expected to act professionally at all times and work with the cooperating teacher, the university supervisor, seminar cohort facilitator(s) and professional colleagues to strengthen your skills and knowledge. The goal of the student teaching experience is to provide candidates with the maximum opportunity to perform to the degree which personal interests, abilities and individuality allow. Student teaching is a full-time commitment. Participation in all education activities of the school is regarded as an integral part of the student teaching experience and is not to be regarded as optional or supplemental. It is also expected that the candidate will inform their cooperating teacher of lesson plan requirements for the week’s lesson plan for the teacher candidate’s edTPA. During the student teaching experience, candidates (1) participate in the activities in the classroom and cooperating school; (2) participate in the monthly cohort seminar; and (3) continually reflect and document their experience and professional growth through your edTPA Work Sample, and professional electronic portfolio in Chalk & Wire®.

**ADHERENCE TO SCHOOL CALENDAR**

Candidates must follow the calendar of the cooperating school district and building. This includes attending pre-service days and parent-teacher conferences. Candidates are required to participate in all professional activities in which the classroom cooperating teacher participates. In the first week, candidates should ask the cooperating teacher about his or her expectations regarding arrival and departure times. They are required to keep the same hours as the cooperating teacher.
and participate in all professional development activities. Generally, candidates will need to be at the school 30-45 minutes before class starts and to remain after school 45 minutes to an hour. If the cooperating teacher is absent, candidates are still required to report to school and work with the assigned substitute teacher.

ADHERENCE TO SCHOOL DISTRICT RULES AND POLICIES

School policies may vary from school to school. Upon arriving at the school, candidates should immediately become familiar with the school policies such as zero tolerance, incident reporting, universal health precautions, safety drills and regulations and physical facilities of the school. The cooperating teacher and/or building administrator should help with this orientation to the school. East Central University Department of Education expects candidates to comply with all policies—attendance and otherwise—as required by the cooperating school and district.

Some key rules to follow and expectations you need to keep in mind include:

- Review school policies, procedures and regulations with the host teacher, including emergency procedures. Read the school policy manual and comply with all school district and building regulations.
- Observe the standards of dress appropriate to the teaching profession and in accordance with the school and district policy.
- Provide the cooperating teacher and school with a current phone number, mailing address and e-mail address, and continue to check MyECU email daily.
- Be on time when reporting to school and be regular in attendance. Candidates are expected to attend school each day unless an extreme illness or emergency occurs, arriving at school promptly and remaining throughout the school day. Schedule doctor appointments and other business outside of school hours. Keep track of days on assigned monthly time sheets being sure to obtain cooperating teacher’s signature each month before submission.
- Notify the building principal and cooperating teacher, in addition to the university supervisor as far in advance as possible, of tardiness or absence.
- Do not leave the school campus during the school day to run errands or to eat lunch.
- Be sensitive to the values and expectations of the school community.
- Be considerate and courteous to students, parents, building teachers, and other school personnel.
- Attend school events as requested by the host teacher or principal.
- Volunteer and assist with routine procedures and non-teaching duties as assigned by the host teacher.
- Turn off your cell phone while school is in session and do not make or accept personal calls or texts during the school day.
- Secure a copy of the school’s policy on computer and internet use, and abide by it. Do not use school computers to check email or social sites.
- Maintain frequent contact with the cooperating school’s principal, staff and other faculty.
- Interact professionally with colleagues, students, office and all non-teaching school staff, parents, and district personnel.
- Respect the confidentiality of the classroom cooperating teacher, student and school personnel. Candidates must observe professional ethics and Family Educational Rights and Privacy Act (FERPA) regulations when there is a need to discuss student problems with parents or other teachers.
• Apply only those disciplinary methods, conflict resolution and behavioral procedures that have been approved by the school district and that do not undermine the dignity or the basic human rights of individuals such as corporal punishment.

MEETING THE COOPERATING TEACHER EXPECTATIONS

• A cooperating teacher is a mentor, and candidates are an invited guest in his or her classroom. Accordingly, candidates should act professionally, be prepared and be respectful at all times.

• Acknowledge the cooperating teacher as the ultimate authority within the classroom and assume only authority delegated by the cooperating teacher. The cooperating teacher is legally responsible for the program of instruction in the classroom.

• Obtain approval from the cooperating teacher prior to experimenting with any new or novel approach in delivering instruction and dealing with student conduct or behavior. This includes modification of classroom management systems and procedures for maintaining materials, resources and schedules. If the cooperating teacher is unwilling to have the instruction or management plan modified, graciously accept the decision.

• Become familiar with the cooperating teacher’s record keeping, grading and reporting.

• Learn as much as possible about each student, especially those with special needs or whose first language is not English (ELL Students).

• Adequately plan and organize academic and other classroom activities.

• Prepare and submit lesson plans directed and prescribed by the cooperating teacher, university supervisor and/or cohort seminar facilitator. Always prepare lesson plans for the cooperating teacher to review prior to implementing lessons. Co-planning and co-teaching are prerequisites to assuming full planning and instructional responsibilities.

• Inform the cooperating teacher of all parental contacts and the nature of pertinent communications with parents. Communicate in a professional manner with students, parents, and other professionals.

• Share concerns and problems with the cooperating teacher before they develop into more serious problems.

• Seek advice, feedback and constructive criticism from the cooperating teacher and university supervisors. Allow ample time to confer regularly with the cooperating teacher.

• Take on all aspects of teaching in the classroom (planning, instruction, assessment, guidance, and classroom management) for a minimum of 4 to 6 weeks.

• Make arrangements for classroom observations from the university supervisor through the cooperating teacher. The school needs to be aware of visitors at all times.

LESSON PLANS

Follow established guidelines and school policies. Generally use the same lesson planning procedures and format as the cooperating teacher. If the cooperating teacher does not specify a lesson plan format, use any lesson plan format that has been used in your education coursework. Discuss with the cooperating teacher when and how he or she expects you to submit your lesson plans. Be sure to submit your lesson plans with written teaching plans to the cooperating teacher as directed. In addition, be sure to submit lesson plans to the university supervisor at least three days before a scheduled observation visit. Finally, always have lesson plans readily available so that the university supervisor and/or school principal can look over the lesson plan if there is an unannounced observation visit.
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 Valli 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 becomes 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.”
ABSENTEE POLICY
Candidates are expected to attend every day of the scheduled student teaching experience with no absences. If the cooperating teacher is expected to be at school, so is the candidate. If the cooperating teacher is absent, candidates are still expected to be at school. Candidates follow the same school calendar as the cooperating teacher. Candidates are expected to attend all professional development meetings and activities that are required by the cooperating teacher. Occasionally, emergencies arise such as illness or weather closure. In these emergency cases, candidates are permitted no more than five absences during the student teaching experience. If the candidate is absent without approval, or if the candidate has more than five days of approved absences, the candidate is subject to meet with the Teacher Mentoring Committee for possible removal from student teaching. If a candidate misses more than five approved days for weather closure, they will be required to make up those days by adding an additional full week or more to the length of their student teaching. In most cases, the school will schedule make up days. If this is the case, simply make days up as scheduled. However, if the candidate is scheduled to have student teaching experience finished before the scheduled make-up days, the candidate will be responsible to add the make-up days to the end of their schedule.

Be sure to report absences on the monthly time sheet. Do not record days missed for holidays; but do record days missed for inclement weather.

TEACHERS COLLEGE CODE OF PROFESSIONAL BEHAVIORS AND DISPOSITIONS
Teacher candidates and graduates are expected to follow the principles that define the proficiencies, dispositions, and professional practice expected in the field of education. The principles pertain to your commitment to the student, commitment to the profession and commitment to the district and school. Candidates are also expected to refrain from all unethical conduct as described in the Code of Professional Behaviors set forth by the National Education Association (NEA) (Code may be found in chapter 1). If not, candidates may be subject to removal from the program in accordance with the process for disciplinary action included in this handbook with the Teacher Mentoring Committee.

FAILURE TO FOLLOW STANDARDS OF PROFESSIONALISM
Failure to follow standards of professionalism and the Code of Professional Behaviors or poor performance may result in intervention or discipline actions that could include removal from student teaching, removal from the program, and/or expulsion from the university. If concerns arise that cannot be resolved with the cooperating teacher and cooperating school district, or with the university supervisor, the candidate must contact the Director of Field Experience & Student Teaching for support.
The East Central University College of Education reserves the right to terminate a student teaching placement if the East Central University College of Education or the school district determines that the teacher candidate demonstrates unacceptable professional performance, conduct, or if the teacher candidate is unable to sustain an adequate level of learning for the students in his/her classroom. The cooperating school and the district reserve the right to terminate placement at their discretion if they believe it is in the best interest of their students to do so. When the East Central University College of Education becomes aware of the problem, the Director of Field
Experience & Student Teaching will contact you by phone and email to notify him/her of the issue. Depending upon the severity of the problem and the desires of the cooperating teacher and school, the candidate may be referred to the Teacher Mentoring Committee for a plan of immediate improvement, or he/she may be withdrawn administratively and ultimately fail the student teaching experience.

**OBSERVATIONS, MIDTERM AND FINAL EVALUATIONS**
Candidates and their university supervisor determine their schedule of observations. Together, they will schedule observations at different times of day and on different days of the week so that the university supervisor may fully observe the breadth of the candidate’s skills and abilities. In addition, one of the observations may take place at a time unknown to the candidate so that your clinical supervisor may observe during a normal day when the candidate does not anticipate being observed.

Throughout the student teaching experience, candidates participate in a series of formal classroom performance observations as well as a midterm evaluation, final evaluation and a dispositional evaluation. The observations and evaluations are designed to gather data about candidate’s prospective skills as a teacher. Through the observations and evaluations candidates demonstrate mastery of the objectives deemed necessary to show competency in lesson planning and presentation; classroom environment and management; explanation and demonstration of content; and academic mentoring. The evaluation standards are based upon the InTASC Model Core Teaching Standards.

The cooperating teacher will complete both a midterm evaluation and a final evaluation along with a disposition evaluation at the end of the semester. The university supervisor will complete only a final evaluation and a disposition evaluation.

While candidates must meet all standards, anticipation is that candidates might be unable to do so in the early observations. That is simply a part of the learning process. If candidates receive any ratings of 1’s or 2’s on the observation form, the university supervisor will be notified by Director of Field Experience & Student Teaching. At this time, the university supervisor will describe the observed performance and suggest specific steps for improvement (both learning and practice elements) to prepare for the next observation session. It is the candidate’s responsibility to change his/her practices to improve in every area of concern. If concerns are not addressed and improved upon in future observations, the university supervisor, cooperating teacher and Director of Field Experience & Student Teaching may implement a plan to meet with the Teacher Mentoring Committee to prepare a plan for improvement and may extend placement time to allow additional time to demonstrate competency. If a candidate receives all 1’s and 2’s on the midterm evaluation (based upon the InTASC Model Core Teaching Standards), he/she risks failing student teaching. To learn more about the InTASC standards candidates are expected to demonstrate see below.

**A. Content Knowledge and Planning:**

**Standard 4-Content Knowledge**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/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 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.

**B. Learners and the Learning Environment:**

**Standard 1- Learner Development:** The teacher understands how learners grow and develop, recognizing the 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- Learner 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 Environment:** 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.

**C. Instruction and Assessment:**

**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 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.

**D. Professional Environment:**

**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.
**COOPERATING TEACHER**

The cooperating teacher is the teacher in the school who has invited the candidate to participate in his or her classroom. He or she is an experienced teacher and in most instances has had previous experience mentoring student teachers. The student teacher candidate should always remember that they are a guest in the cooperating teachers’ classroom and should behave accordingly. The cooperating teacher will interact with the candidate daily and will complete a midterm and final evaluation of student teaching performances by using the InTASC Model Core Teaching Standards.

The following points help clarify the expectations of the cooperating teacher:

- Discuss their expectations of the student teaching candidate
- Arrange for daily conferences
- Facilitate conferences between candidates and their university supervisor
- Discuss and evaluate candidate lesson plans
- Become aware of the requirements of the candidates’ edTPA Work Sample
- Become aware of the InTASC Model Core Teaching Standards
- Help candidate plan for the actual hours/days of teaching
- Help candidate plan classroom management and discipline
- Include candidate in instructional planning
- Support candidate in extraordinary situations
- Evaluate and discuss evaluations with candidate
- Keep a record of candidate absences
- Notify your university supervisor of significant changes
- Attend the Cooperating Teachers’ Seminar/Dinner with the student candidate

**UNIVERSITY SUPERVISOR**

At the time the Director of Student Teaching confirms placement, he or she provides the name and contact information of the university supervisor. The university supervisor is an experienced educator who acts as an advisor, observer and assessor during the student teaching experience. Throughout the candidate’s classroom experience, he or she provides feedback and support. Candidates are expected to contact their university supervisor and introduce themselves as soon as possible. The university supervisor will then set up an initial, face to face meeting to schedule future visits. During this meeting, the university supervisor may explain what to expect and work with the candidate to develop an approximate schedule for various in class observations. The university supervisor will require the submission of lesson plans at least three days in advance of the planned observation. The university supervisor holds pre- and post-observations meetings with each for each of the three observations and provides feedback during a meeting with the candidate and the cooperating teacher following both the midterm and final evaluations by using the InTASC Model Core Teaching Standards.

**COHORT SEMINAR FACILITATOR(S)**

The cohort facilitator, a teaching professional, provides comprehensive advisement and support during student teaching experience. Seminar facilitators lead monthly face to face meetings dealing with common issues of interest and importance, as well as monitoring progress, including construction of the Ed TPA work sample and provide candidates with resources and guidance as they work to correct deficiencies or concerns they may have regarding teaching standards and objectives. If there are any concerns about placement and the teaching experience, candidates
should let their seminar facilitator know immediately, or they may contact the Director of Field Experience & Student Teaching. For more information regarding the cohort seminar, please see section below entitled, “Cohort Seminar, Teacher Work Samples and Teacher Performance Assessment and Professional Portfolio”.

COHORT SEMINAR, TEACHER WORK SAMPLE (TWS) OR TEACHER PERFORMANCE ASSESSMENT (ED TPA), AND PROFESSIONAL PORTFOLIO

COHORT SEMINAR REQUIREMENT
The edTPA (Teacher Performance Assessment) process is built around three-to-five continuous days of standards-based, subject-specific classroom instruction delivered by a teacher candidate, typically at the end of the student teaching experience. edTPA is a multiple-measure assessment of teaching—built and submitted by the candidate—that addresses planning, instruction, assessment and analyzing the candidates teaching. The assessment includes unedited video recordings of the candidate teaching and examples of teaching materials (plans, teaching tools, assignments) that demonstrate how the candidate planned instruction, adapted it for diverse learners—attending both to subject specific learning and the development of academic language—and assessed student work.

Each assessment is scored by qualified and trained teachers and teacher educators who are content area experts with experience of supporting beginning teachers. Half of the current scorers are recruited from higher education and half are recruited from PK-12 educators, including National Board Certified Teachers.

While it is not currently a part of Oklahoma’s Teacher Certification Process, East Central University’s College of Education has chosen to transition to edTPA as a better resource to provide evidence of a teacher’s readiness to enter the profession that can be acted upon to support program improvement. The feedback provided to teacher candidates and institutions will support ongoing inquiry and professional learning. edTPA offers a rigorous measure of entry-level teaching skills and readiness for the classroom—regardless of the path teacher candidates take to teaching—that can be used across programs, focusing attention on the capacity to teach.

TEACHER WORK SAMPLE AND TEACHER PERFORMANCE ASSESSMENT

<table>
<thead>
<tr>
<th>5 Dimensions of Teaching</th>
<th>Artifacts</th>
<th>15 Rubrics</th>
</tr>
</thead>
</table>
| Planning                | Lesson plans, Instructional Materials, Student Assignments, Assessments, Planning Commentary | 1. Planning for Content Understandings  
2. Supporting Students’ Learning Needs  
3. Planning Assessment to Monitor Student Learning |
| Instruction             | Unedited Video Clips Instruction Commentary | 4. Demonstrating a Positive and Engaging Learning Environment  
5. Engaging Students in Learning |
### Dimensions of Teaching

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>15 Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Deepening Learning During Instruction</td>
<td>7. Subject-Specific Pedagogy</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>Samples of Student Work</td>
<td>8. Analyzing Student Learning</td>
</tr>
<tr>
<td>Summary of Student Learning</td>
<td>9. Providing Feedback to Guide Learning</td>
</tr>
<tr>
<td>Assessment Commentary</td>
<td>10. Supporting Students' Use of Feedback</td>
</tr>
<tr>
<td>11. Using Knowledge of Students to Inform Planning</td>
<td></td>
</tr>
<tr>
<td>Analysis of Teaching</td>
<td>12. Analyzing Teaching</td>
</tr>
<tr>
<td>Planning Commentary</td>
<td>13. Using Assessments to Inform Instruction</td>
</tr>
<tr>
<td>Instruction Commentary</td>
<td></td>
</tr>
<tr>
<td>Assessment Commentary</td>
<td></td>
</tr>
<tr>
<td>14. Identifying and Supporting Language Demands</td>
<td></td>
</tr>
<tr>
<td>Academic Language</td>
<td>15. Evidence of Language Use to Support Content Understandings</td>
</tr>
<tr>
<td>Unedited Video Clips and/or Student Work Samples</td>
<td></td>
</tr>
<tr>
<td>Planning and Assessment Commentary</td>
<td></td>
</tr>
<tr>
<td>Commentaries</td>
<td></td>
</tr>
</tbody>
</table>

### PREPARATION FOR CRITICAL DIMENSIONS OF TEACHING

The edTPA process identifies and collects subject-specific evidence of effective teaching from a **learning segment of 3-5 lessons** from a unit of instruction for one class of students. Teacher candidates submit authentic **artifacts** from a clinical field experience. Candidates also submit **commentaries** that provide a rationale to support their instructional practices based on the learning strengths and needs of students. Candidates’ evidence is evaluated and scored within the following **five dimensions of teaching**:

1. **Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/assessments. Candidates demonstrate how their plans align with content standards; build upon students’ prior academic learning and life experiences and how instruction is differentiated to address student needs.

2. **Instructing and Engaging Students in Learning** includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning activities. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject matter understandings.

3. **Assessing Student Learning** includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students, and explain how their feedback guides student learning.

4. **Analysis of Teaching Effectiveness** is addressed in commentaries within Planning, Instruction, and Assessment tasks. In planning, teacher candidates justify their plans based on the candidate’s knowledge of diverse students’ learning strengths and needs and principles of research and theory. In instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change.
Lastly, candidates use their analysis of assessment results to inform next steps for individuals and groups with varied learning needs.

5. **Academic Language Development** is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.

**GUIDELINES FOR SUPPORTING edTPA CANDIDATES**
edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program with a clinical field experience. edTPA is designed to assess a teaching candidates’ readiness for licensure.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are encouraged. Consistent with research on student learning (Black and William, 1998), programs are encouraged to help candidates examine the outcomes of the assessment in meaningful ways and discuss how they will demonstrate their performance in relation to those outcomes. An ideal way to clarify what edTPA requires AND prepare candidates to teach is to closely examine rubrics. Take time to examine language, structure and progression of the edTPA rubrics during formative experiences throughout your program.

Teacher candidates are learning how to teach and are being guided by more experienced teachers, often in co-teaching contexts. Educators offering support should discourage any attempts by candidates to fabricate evidence or plagiarize work. However, many, if not most, candidates will use or adapt curriculum materials developed by others. Candidates should cite the source of adapted materials, including materials received from experienced teachers.

Professional responsibilities for candidates as they develop evidence for edTPA, including protecting confidentiality, citing sources of materials, etc. are outlined in the edTPA handbook.

**STRATEGIES FOR FORMATIVE SUPPORT**
Formative support may be offered during academic terms prior to the completion of edTPA in a clinical experience or may extend early in the term edTPA is formally developed and submitted.

**Acceptable forms of formative support include:**
- Providing explanations of **terminology** and concepts covered by edTPA
- Examining the **language, structure and progression of the edTPA rubrics** during formative experiences throughout the program
- Assigning **formative tasks** during coursework, e.g., analyzing video clips of teaching and learning, constructing a unit of instruction, assessing student work
- Distributing **edTPA support documents** such as Making Good Choices
- Discussing **samples** of previously completed edTPA portfolio materials (with appropriate permissions granted)
- Using the **rubrics** for evaluating course assignments or other formative assessments in the program
- Using rubric constructs or **rubric language to debrief observations** made by field (university) supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidates **seminars** focusing on the skills and abilities identified in the edTPA, such as an Academic Language seminar.
- Arrange technical and logistical **support for video recording** and uploading documents into electronic platforms.

**Acceptable and Unacceptable Forms of Support**
The chart below provides specific types of support that are acceptable and unacceptable once candidates draft artifacts and commentaries for their summative edTPA portfolio that is to be formally submitted for official scoring (through Evaluation Systems of Pearson).

<table>
<thead>
<tr>
<th>TYPE OF SUPPORT</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>Encourage candidates to reflect on their responses and artifacts in reference to theory/research; and to reach their own conclusions about their teaching practice.</td>
<td>Offering alternative responses to commentary prompts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suggesting changes to be made in an edTPA draft or final version</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using edTPA rubrics to provide scores for official edTPA instruction/lessons</td>
</tr>
<tr>
<td>Debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process</td>
<td>Discussions with candidates aimed at improving teaching competence aligned with program values and edTPA rubric constructs</td>
<td>Leading comments, about clinical observations, aimed at helping candidate pass edTPA</td>
</tr>
<tr>
<td>Curriculum Materials or Instructional Strategies</td>
<td>Discussing curriculum materials or instructional and assessment strategies in a seminar or field observation, leaving it to candidates to make selections and/or adaptions based on their own knowledge of their students’ and on the content to be taught.</td>
<td>Making choices about curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate</td>
</tr>
<tr>
<td>Editing</td>
<td>No editing of edTPA is acceptable</td>
<td>Any editing of edTPA commentaries or artifacts (correcting conventions, spelling, punctuation, etc.) is unacceptable</td>
</tr>
<tr>
<td>Electronic Platforms</td>
<td>Supporting candidates to use electronic platforms such as TaskStream, LiveText, or Chalk &amp; Wire</td>
<td>Uploading artifacts or commentaries for candidates</td>
</tr>
<tr>
<td>Handbooks &amp; Templates</td>
<td>Providing password-protected electronic access</td>
<td>Displaying or discussing edTPA handbooks, prompts,</td>
</tr>
<tr>
<td>TYPE OF SUPPORT</td>
<td>ACCEPTABLE</td>
<td>UNACCEPTABLE</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>to edTPA handbooks and templates</td>
<td>rubrics and templates in publicly accessible electronic platforms or websites</td>
</tr>
<tr>
<td>Rubrics Explanation</td>
<td>Explaining rubric constructs or rubric language to provide candidates with guidance on how their performance will be evaluated formally once submitted</td>
<td>Using edTPA rubrics to provide formal feedback &amp;/or scores on drafts of edTPA tasks.</td>
</tr>
<tr>
<td>Support Documents</td>
<td>Sharing support documents from the Resource Library at edtpa.aacte.org or Evaluation Systems such as “Making Good Choices”, video tutorials, help line, etc.</td>
<td>Sharing official training materials (Thinking Behind the Rubrics, candidate samples, artifacts, and benchmarks) provided by SCALE and/or Evaluation Systems.</td>
</tr>
<tr>
<td>Technical Assistance</td>
<td>Arranging technical resources for video recording and guidance with uploading documents into electronic platforms. Ensuring that candidates understand the video requirements (number of clips, time limits, etc.) for their subject area as well as the evidence that should be visible in their videos.</td>
<td>Telling candidates which clips to select; reviewing video clips and offering formal feedback/scoring of the clips.</td>
</tr>
</tbody>
</table>


### CERTIFICATION AND LICENSURE

Teacher Education candidates completing an approved program of study should go to the Oklahoma State Department of Education (OSDE) web site and login to the single sign on account and then complete the application for the initial license. Once the candidate’s final grades and degree have been posted on the official transcript, East Central University will approve the application on-line and then send an official copy of the student transcript to the proper authority at the OSDE. The candidate will then need to pay the fee for the license as directed. Candidates are responsible for providing a final official transcript to the office of the Dean of Education and Psychology. Students may elect to turn in all application material to the Office of the Dean for the College of Education and Psychology who serves as the Certification Officer for ECU and who is the authorized signatory recognized by the Oklahoma State Department of Education- all applications for initial license must be approved by the Certification Officer.
State certification regulations require that candidates demonstrate competence at the high novice level in a foreign language. ECU must verify the candidate’s successful demonstration of foreign language competence before the application can be approved for the OSDE. This requirement is noted in the ECU Catalog, on degree check-sheets, and on the degree check forms.

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

Candidates must have passed all three state licensure tests - all three state certification tests must be successfully completed - NO EXCEPTIONS. Candidates must have passed the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT) for the area of their certification program, and the Oklahoma Professional Teaching Exam (OPTE) before the OSDE will issue a Teaching License. **The satisfactory completion of all three tests is a state requirement, not an ECU program requirement.** Candidates who turn in a hard copy of the application should attach copies of state test scores to their application so ECU can verify all tests have been passed prior to the submission of the application. ECU does not always receive candidate test scores and applications will not be processed without this information.

Candidates must have successfully completed a background check by the Oklahoma State Bureau of Investigation (OSBI) and the Federal Bureau of Investigation (FBI) prior to receiving a Teaching License. Fingerprint information may be reviewed at the Oklahoma State Department of Education website. Fingerprinting is done at the OK SDE. Candidates may submit two fingerprint cards to the OSDE in time for this review to be completed prior to the issuance of the License. It is possible for a candidate to receive a Temporary Teaching License upon successful completion of an OSBI name check if all other certification requirements have been met.

**OKLAHOMA SUBJECT AREA TESTS (OSAT)**
Subject area tests that match the certification categories currently approved by the State Board of Education have been developed for use in the Certification Examination for Oklahoma Educators program. OEQA (Oklahoma Educational Quality Accountability) is dedicated to including performance components in all subject area tests.

**OKLAHOMA PROFESSIONAL TEACHING EXAMINATION (OPTE)**
The Oklahoma Professional Teaching Examination (OPTE) is designed to assess the professional knowledge and skills associated with the being an entry-level educator in Oklahoma. In recognition of the differences in learning environments and appropriate instructional practices at various developmental levels, the OPTE is offered in two versions: PK-8 and 6-12.

- Candidates seeking Early Childhood or Elementary should take the PK-8 OPTE.
- Candidates seeking Secondary certification should take the 6-12 OPTE.
- Candidates seeking PK-12 art, foreign languages, music, special education, or physical education/health/safety certification may take either OPTE. Only one test is required.
The OPTE is comprised of approximately 75 selected-response items and three constructed-response (performance) items.

**INITIAL TEACHER CERTIFICATION PROGRAMS**

Based on its accreditation and program approvals granted by the Oklahoma Commission on Teacher Preparation (OCTP), East Central University is authorized to recommend candidates for certification in the following areas to the Oklahoma State Department of Education (OSDE).

<table>
<thead>
<tr>
<th>CERTIFICATE AREA</th>
<th>GRADE LEVEL</th>
<th>TESTS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>PK-12</td>
<td>OGET, OSAT(02), OPTE PK-8(75) OR OPTE 6-12(76)</td>
</tr>
<tr>
<td>Communication (Speech/Drama/Debate)</td>
<td>6-12</td>
<td>OGET, OSAT(40), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>PK-3</td>
<td>OGET, OSATE(05), ORT, OPTE PK-8(75)</td>
</tr>
<tr>
<td>Elementary</td>
<td>1-8</td>
<td>OGET, OSAT(2 subtests) ORT, OPTE PK-8(75) Subtest 1: Reading/Language Arts(50)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtest 2: Math/Sci/SS/Health &amp; Fitness/Fine Arts(51)</td>
</tr>
<tr>
<td>English</td>
<td>6-12</td>
<td>OGET, OSAT(07), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences/Career Tech Family &amp; Consumer Sciences</td>
<td>6-12</td>
<td>OGET, OSAT(09), OPTE 6-12(76)</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>6-12</td>
<td>OGET, OSAT(17), OPTE 6-12(76)</td>
</tr>
<tr>
<td>US History/OK History Government/Economics</td>
<td>6-12</td>
<td>OGET, OSAT(18), OPTE 6-12(76)</td>
</tr>
<tr>
<td>World History/Geography</td>
<td>6-12</td>
<td></td>
</tr>
<tr>
<td>Mathematics*</td>
<td>6-12</td>
<td>OGET, OSAT(25), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Intermediate Mathematics*</td>
<td>6-12</td>
<td>OGET, OSATE(11), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Advanced Mathematics</td>
<td>6-12</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrumental/General Music</td>
<td>PK-12</td>
<td>OGET, OSAT(01), OPTE PK-8(75) OR OPTE 6-12(76)</td>
</tr>
<tr>
<td>Vocal/General Music</td>
<td>PK-12</td>
<td>OGET, OSAT(03), OPTE PK-8(75) OR OPTE 6-12(76)</td>
</tr>
<tr>
<td>Science</td>
<td>6-12</td>
<td>OGET, OSAT(10), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Biological Science</td>
<td>6-12</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>6-12</td>
<td>OGET, OSAT(04), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Physical Science</td>
<td>6-12</td>
<td>OGET, OSAT(13), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Earth Science</td>
<td>6-12</td>
<td>OGET, OSAT(08), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Physics</td>
<td>6-12</td>
<td>OGET, OSAT(14), OPTE 6-12(76)</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mild-Moderate Disabilities</td>
<td>PK-12</td>
<td>OGET, OSAT(29), ORT, OPTE PK-8(75) OR OPTE 6-12(76)</td>
</tr>
</tbody>
</table>

**MIDDLE LEVEL CERTIFICATION**

Please note that ECU cannot recommend candidates for any middle level certification. This means that for certification, candidates must take the appropriate OSAT exam(s) that corresponds with their degree. Candidates taking only the middle level OSAT cannot be recommended for certification by ECU; therefore, the State Department of Education will not issue a certificate. Once candidates are certified, then additional certification areas, including middle level may be added to any certificate based on testing. See the Office of Certification for further clarification.
ECU cannot recommend candidates for a middle level math certificate. ECU can, however, recommend candidates for certifications in intermediate math which allows them to teach general math, Algebra I, and geometry in grades 6-12 if advanced mathematics has been passed. The test for middle level and intermediate math is the same.

For more information regarding testing sites, dates and registration visit the following link: Certification Examinations for Oklahoma Educators (CEOE) Home Page

Candidates should check with the Dean’s Office for further answers to questions about this process
Chapter 4  
Guide for the Cooperating Teacher

Cooperating teachers have the most contact with student teacher candidates and will usually have the most influence on their careers. The cooperating teachers serve as the communication link between student teachers, the PK-12 school community, and the university. They are the key persons in planning the actual teaching experience with student teacher candidates and other professional team members, which also includes university supervisors and the Director of Student Teaching. Only master teachers with at least three successful years of teaching experience are to be selected as cooperating teachers.

QUALIFICATIONS OF THE COOPERATING TEACHER
Research indicates that the selection of the cooperating teacher is one of the most important factors in the student teaching experience. Because the school’s principal knows the strengths of particular faulty better than anyone else, we heavily rely on him/her to help connect the cooperating teacher with our student teacher candidate. Therefore, it is East Central University’s policy that the principal, working with the Director of Student Teaching, controls student teacher experience placement within the guidelines established by the Oklahoma State Department of Education and East Central University. These requirements stipulate that a cooperating teacher:

- Should have a minimum of 3 years’ experience in the teaching profession with 1 year in the district and certification in the requested area(s).
- Will accept responsibility for guidance, communication and evaluation of the teacher candidate as required by the ECU Department of Education
- Will have knowledge in the content subject areas and will provide a positive, nurturing environment for the teacher candidate.
- Will need to attend the CT Seminar in person or follow-up with the office Field Experience & Student Teaching to make other arrangements if unable to attend.

RESPONSIBILITIES OF THE COOPERATING TEACHER
As a cooperating teacher, you act as a mentor providing high quality modeling, teaching expertise, opportunities for learning and teaching, and support to the student teacher candidate. The responsibilities include:

A. Be familiar with the ECU Cooperating Teacher Chapter of the ECU Teacher Education Handbook

B. Serve as the communication link between the student teacher candidate and the school community. The cooperating teacher should do the following as early as possible:

1. **Introduce the student teacher to other faculty and support personnel.** Student teacher candidates should know the names/functions of significant personnel within the school by the end of the first week.
2. **Explain relevant school policies and regulations.** Student teacher candidates should have access to faculty and student handbooks. They should be well acquainted with policies
and regulations regarding teacher expectations, students, parking, faculty lounges, workrooms, the cafeteria, duplicating equipment, the library, media equipment and materials, etc.

3. **Acquaint the student teacher with physical facilities and support services available.** Explain how these facilities and support services are to be used and the necessary procedures to follow.

4. **Explain emergency procedures.** Student teacher candidates need to understand the school’s policies regarding fire, tornado, and other drills. They must be aware of policies involving a child’s leaving school with someone other than a parent. They should be alerted to other specific situations such as a child who might require closer attention because of a medical problem.

5. **Provide necessary teaching resources and a place for the student teacher candidate.** They should have a copy of any textbook to be used, available curriculum guides, teaching outlines, etc. Please explain if some resources are restricted to use at school and are not to be taken from the building.

6. **Prepare the class for the arrival of the student teacher.** It would be helpful if the students understood the student teaching experience process. Introduce the student teacher candidate to the class.

C. Plan with and supervise the student teacher candidate.

1. **Discuss expectations.** The cooperating teacher and the student teacher candidate need to be aware of their expectations of each other.

2. **Arrange for daily conferences.** Set a daily time for private discussions and a weekly time for a more detailed evaluation and progress report with the student teacher. Successful student teaching experience requires open and assertive communication. Feedback is necessary for growth.

3. **Facilitate conferences between the student teacher candidate and the university supervisor.** The university supervisor will visit and/or observe the student teacher a minimum of three times with visits scheduled in advance. He or she will usually want to visit privately with both the cooperating teacher and the student teacher candidate. Please help us by arranging care for the class while the student teacher and the supervisor confer and by providing a place that affords some degree of privacy.

4. **Become aware of the InTASC Model Core Teaching Standards.** The InTASC Standards are the standards for which both the cooperating teacher and university supervisor use for midterm (cooperating teacher) and final (cooperating teacher and university supervisor) evaluations of student teacher candidates.

5. **Paperwork required of student teachers candidate.** It is suggested that lesson plans be shown to the university supervisor during each visit. All candidates are required to complete a unit lesson plan and video per requirements of the edTPA associated with the candidate’s ECU Seminar coursework. This unit plan is just one part of the student teaching experience. The candidate will also create other lesson plans under the direction of the cooperating teacher to be used in the classroom environment. Special education student teachers are to submit one IEP to the Director of Special Education via their university
supervisors. Candidates are required to record attendance on a monthly timesheet, which is required to be signed by both the candidate and the cooperating teacher. The timesheet should then be submitted via email to the university supervisor and uploaded to the seminar blackboard shell.

6. **Plan for the actual hours/days of teaching.** The student teacher candidate’s timeline will begin when their cooperating teacher reports for pre-service training in the fall and when cooperating teachers report back in the spring. **The 16-week /80 day time requirement will begin from that day.** The student teacher candidate should be allowed observation time to become acquainted with the cooperating teacher, the students, the daily schedule, and the building procedures before assuming any responsibility for actual teaching. During observation time, he or she may be asked to check roll, grade papers, or help individuals or small groups. Within a few days, he or she should be ready to present a lesson, and from this point the experienced cooperating teacher will be able to determine how much responsibility to add and at what rate. The cooperating teacher should feel free to discuss any uncertainty about the progression with the student teacher candidate and/or the university supervisor. **If progress is normal, the student teacher candidate should be ready to teach a full schedule and be in complete charge of the classes four to six weeks prior to the end of student teaching.** We suggest that there be time for observation and orientation and then progressively increasing involvement in the teaching process until there is full involvement. A cooperating teacher may wish to start the actual student teaching and add responsibility as new units of study are begun, or at some other natural point of transition. Many teachers feel that their students, as well as the student teaching candidate, can best be served by team teaching rather than turning all the classroom activity over to the student teacher candidate for the last few weeks. Some cooperating teachers like to gradually resume their teaching as the end of the student teaching experience approaches. If this is desirable it may be possible for the student teacher candidate to spend some time observing other teachers or other professionals in the school such as speech therapists or resource teachers.

7. **Classroom management and discipline.** Explain school policies and practices. Make sure the student teacher candidate has a copy of the student handbook, faculty handbook, and other relevant material. Integrate theory and practice. **Student teachers are NOT to use corporal punishment.**

8. **Include the student teacher candidate in instructional planning.** Inform the student teacher candidate about the objectives and goals of a unit of study and explore alternative approaches to achieving and evaluating the attainment of these goals. Set the boundaries of the unit with the student teacher candidate, and then allow room for creativity within these boundaries.

9. **Support the student teacher candidate in extraordinary situations.** It is expected that the cooperating teacher will shelter the student teacher from extreme disciplinary problems that arise and in cases involving agitated parents. Because of legal ramifications, a **STUDENT TEACHER SHOULD NEVER ADMINISTER CORPORAL PUNISHMENT.**

10. **Substituting should be limited to no more than three days.** Candidates are expected to help in emergency situations, but should not be taken advantage of to the point that it
interferes with the rational for, and the continuity of, the student teaching experience. The faculty believes that a candidate should not be asked to substitute outside of their assigned classroom more than three times. If a candidate feels that they are being asked to substitute too frequently, then they should discuss the situation with their university supervisor.

11. **Review the evaluation with the student teacher candidate.** These evaluations should be discussed with the student teacher candidate and the university supervisor. Be frank and assertive in both the evaluation and the conference in order that the student teacher candidate may be alerted to any area of concern. The cooperating teacher will be asked to complete a mid-term evaluation and a final evaluation. With the final evaluation, the cooperating teacher will be asked to fill out and submit a disposition evaluation of their teacher candidate. These forms are all electronic and the links will be sent in an email at mid-term and close to the end of the student teaching experience. At completion, the forms will be automatically submitted to the Director of Student Teaching.

12. **Keep a record of absences.** Students are required to attend a once a month seminar meeting on the campus of East Central University. This day is not counted as an absence. Excessive absences by the student teacher must be made up regardless of the reason. If he/she misses more than three days, we are concerned. If he/she misses more than five days, please contact his/her university supervisor. In cases of excessive absenteeism, generally more than five days during the semester, the Director of Student Teaching, in consultation with the university supervisor, will schedule the makeup days. In the event of unusual circumstances, situations will be considered on a case-by-case basis.

13. **Notify the university supervisor of significant changes.** Although student teacher candidates have been screened carefully, there may be occasions when it is necessary to recommend further experiences or professional guidance to help someone find more satisfactory career opportunities. The cooperating teacher is asked to notify the university supervisor promptly if behavior indicating the above is observed. If such a situation occurs, the Director of Student Teaching and the professional team will decide what they believe to be the best course of action for that particular student teacher. In most instances he/she can withdraw from student teaching and receive a non-teaching degree.

14. **Attend the Cooperating Teachers’ Dinner/Forum.** At the beginning of each semester, a seminar will be held for cooperating teachers where experiences will be shared and problems discussed in order that the student teaching experience program might be improved. University supervisors are encouraged to attend part of or this entire seminar.

**THE INITIAL MEETING OF TEACHER CANDIDATE AND COOPERATING TEACHER**

Many hopes and anxieties are brought to the first meeting between the cooperating teacher and the student teacher candidate. Both parties know that they will be working in an extremely close and special relationship for the coming weeks. The insights about one another that each teacher gains during this initial meeting will set the tone for the coming weeks. The two teachers, one with experience and one hoping to become experienced, will want to share some things about their background, their personal and professional interests, their hopes about teaching in general, and for this specific situation, possibly some of their apprehensions.
The best atmosphere for this meeting is one of openness and frankness. This meeting initiates the realities of an indispensable part of the training of a student teacher candidate—his or her internship with the cooperating teacher.

THE FIRST DAY OF CLASS
One of the most helpful activities of a cooperating teacher is to help the student teacher candidate be fully prepared for the first day of class. This first day sets the tone, sometimes for the whole year, for classroom management, routine, learning environment, and other areas of teaching. Sharing bulletin board ideas, ideas for meeting and greeting students, and ideas for handling routines efficiently are ways the cooperating teacher can help.
Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures consistently applied and taught to students at the onset of the school year will significantly improve classroom management.

TEACHER CANDIDATE LESSON PLANS
The teacher candidate uses the same lesson planning procedures and format as the cooperating teacher. The candidate is required to provide the cooperating teacher with written lesson plans in accordance with school district expectations. The candidate must also provide the university supervisor with a lesson plan during time of observation visit. Special Education teacher candidates are required to submit one IEP to the Director of the Special Education Program via the university supervisor.

TEACHER CANDIDATE EdTPA/TEACHER WORK SAMPLE
Every teacher candidate is required to both attend all prearranged seminar sessions on the campus of East Central University and to complete the edTPA Teacher Work Sample. The teacher candidate is instructed to share seminar dates with you at the first initial meeting.
The edTPA (Teacher Performance Assessment) process is built around three-to-five continuous days of standards-based, subject-specific classroom instruction delivered by a candidate, typically at the end of the student teaching or clinical experience. edTPA is a multiples-measure assessment of teaching – built and submitted by the candidate – that addresses planning, instruction, assessment and analyzing teaching. It includes unedited video recordings of the candidate teaching and examples of teaching materials (plans, teaching tools, assignments) that demonstrate how the candidate planned instruction, adapted instruction for diverse learners – attending both to subject specific learning and the development of academic language – and assessed student work.

Each assessment is scored by qualified and trained teachers and teacher educators who are subject matter experts with experience supporting beginning teachers. Half of current scorers are recruited from higher education and half are recruited from PK-12 educators, including National Board Certified Teachers.

While it is not currently a part of Oklahoma’s Teacher Certification Process, ECU chose to transition to edTPA as a better resource to provide evidence of a teacher’s readiness to enter the profession that can be acted upon to support program improvement. The feedback provided to teacher candidates and institutions will support ongoing inquiry and professional learning, edTPA offers a
rigorous measure of entry-level teaching skills and readiness for the classroom – regardless of the path candidates take to teaching – that can be used across programs, focusing attention on the capacity to teach.

**edTPA Common Architecture**

<table>
<thead>
<tr>
<th>Dimensions of Teaching</th>
<th>Artifacts</th>
<th>15 Rubrics</th>
</tr>
</thead>
</table>
| Planning               | Lesson plans, instructional materials, student assignments, assessments, planning commentary | 1. Planning for Content Understanding  
2. Supporting Students’ Learning Needs  
3. Planning Assessment to Monitor Student Learning |
| Instruction            | Unedited video clips  
Instruction Commentary | 4. Demonstrating Positive and Engaging Learning Environment  
5. Engaging Students in Learning  
6. Deepening Learning During Instruction  
7. Subject-Specific Pedagogy |
| Assessment             | Samples of Student Work  
Summary of Student Learning  
Assessment Commentary | 8. Analyzing Student Learning  
9. Providing Feedback to Guide Learning  
10. Supporting Students’ Use of Feedback |
| Analysis of Teaching   | Planning Commentary  
Instruction Commentary  
Assessment Commentary | 11. Using Knowledge of Students to Inform Planning  
12. Analyzing Teaching  
13. Using Assessment to Inform Instruction |
| Academic Language      | Unedited video clips and/or student work samples  
Planning and assessment commentaries | 14. Identifying and Supporting Language Demands  
15. Evidence of Language Use to Support Content Understandings |

**TEACHER CANDIDATE PREPARATION FOR CRITICAL DIMENSIONS OF TEACHING**

The edTPA process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons from a unit of instruction for one class of students. Student teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of students. Candidates’ evidence is evaluated and scored within the following five dimensions of teaching:

1. **Planning instruction and assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student
assignments/assessments. Candidates demonstrate how their plans align with content standards; build upon students’ prior academic learning and life experiences; and, how instruction is differentiated to address student needs.

2. **Instructing and engaging students in learning** includes one or two unedited video clips, of 15-20 minutes, from a learning segment and a commentary analyzing how the candidate engages students in learning activities. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject matter understandings.

3. **Assessing student learning** includes a classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of **three focus students**, and explain how their feedback guides student learning.

4. **Analysis of teaching effectiveness** includes commentaries within planning, instruction and assessment tasks. In planning, candidates justify their plans based on the candidate’s knowledge of diverse student learning strengths and needs as well as principals of research and theory. In instruction, candidates explain and justify which aspects of the learning segments were effective, and which the candidate would change. Lastly, candidates use their analysis of assessment results to inform next steps for individual and groups with diverse learning needs.

5. **Academic language development** is evaluated based on the candidate’s ability to support students’ oral and written use of academic language to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.

**GUIDELINES FOR SUPPORTING TEACHER CANDIDATE WITH THE edTPA**

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates’ readiness for licensure. Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are encouraged. Consistent with research on student learning (Black and Wiliam, 1998), programs are encouraged to help candidates examine the outcomes of the assessment in meaningful ways and discuss how they will demonstrate their performance in relation to those outcomes. An ideal way to clarify what edTPA requires AND prepare candidates to teach is to closely examine evaluation rubrics. It is also recommended candidates take time to examine language, structure and progression of the edTPA rubrics during formative experiences throughout the program.

Teacher candidates are learning teaching strategies and are being guided by more experienced teachers, often in **co-teaching contexts**. Educators offering support should discourage any attempts by candidates to fabricate evidence or plagiarize work. However, many, if not most, candidates will use or adapt curriculum materials developed by others. Candidates should cite the source of adapted materials, including materials received from experienced teachers.
Professional responsibilities for candidates as they develop evidence for edTPA, including protecting confidentiality, citing sources of materials, etc. are outlined in the edTPA handbook.

STRATEGIES FOR FORMATIVE SUPPORT FOR THE TEACHER CANDIDATE

Formative support may be offered during academic terms prior to the completion of edTPA in a clinical experience or may extend early in the term edTPA is formally developed and submitted. Acceptable forms of formative support include:

- Providing explanations of terminology and concepts covered by edTPA
- Examining the language, structure and progression of the edTPA rubrics during formative experiences throughout the program
- Assigning formative tasks during coursework, e.g., analyzing video clips of teaching and learning, constructing a unit of instruction, assessing student work
- Distributing edTPA support documents such as “Making Good Choices”
- Discussing samples of previously completed edTPA portfolio materials (with appropriate permissions granted)
- Using the rubrics for evaluating course assignments or other formative assessments in the program
- Using rubric constructs or rubric language to debrief observations made by university supervisors or cooperating teachers as part of the student teaching experience process
- Offering student teaching candidates seminars focusing on the skills and abilities identified in the edTPA, such as an Academic Language seminar.
- Arrange technical and logistical support for video recording and uploading documents into electronic platforms

ACCEPTABLE AND UNACCEPTABLE FORMS OF SUPPORT FOR THE TEACHER CANDIDATE

The chart below provides specific types of support that are acceptable and unacceptable once candidates draft artifacts and commentaries for their summative edTPA portfolio that is to be formally submitted for official scoring (through Evaluation Systems of Pearson).

<table>
<thead>
<tr>
<th>TYPE OF SUPPORT</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>Encourage candidates to reflect on their responses and artifacts in reference to theory/research; and to reach their own conclusions about their teaching practice.</td>
<td>Offering alternative responses to commentary prompts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suggesting changes to be made in an edTPA draft or final version</td>
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<tr>
<td></td>
<td></td>
<td>Using edTPA rubrics to provide scores for official edTPA instruction/lessons</td>
</tr>
<tr>
<td>Debrief observations made by field supervisors or cooperating teachers as</td>
<td>Discussions with candidates aimed at improving teaching competence aligned with program</td>
<td>Leading comments, about clinical observations, aimed at helping candidate pass edTPA</td>
</tr>
<tr>
<td>TYPE OF SUPPORT</td>
<td>ACCEPTABLE</td>
<td>UNACCEPTABLE</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>part of the clinical supervision process</td>
<td>values and edTPA rubric constructs</td>
<td></td>
</tr>
<tr>
<td>Curriculum Materials or Instructional Strategies</td>
<td>Discussing curriculum materials or instructional and assessment strategies in a seminar or field observation, leaving it to candidates to make selections and/or adaptions based on their own knowledge of their students' and on the content to be taught.</td>
<td>Making choices about curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate</td>
</tr>
<tr>
<td>Editing</td>
<td>No editing of edTPA is acceptable</td>
<td>Any editing of edTPA commentaries or artifacts (correcting conventions, spelling, punctuation, etc.) is unacceptable</td>
</tr>
<tr>
<td>Electronic Platforms</td>
<td>Supporting candidates to use electronic platforms such as TaskStream, LiveText, or Chalk &amp; Wire</td>
<td>Uploading artifacts or commentaries for candidates</td>
</tr>
<tr>
<td>Handbooks &amp; Templates</td>
<td>Providing password-protected electronic access to edTPA handbooks and templates</td>
<td>Displaying or discussing edTPA handbooks, prompts, rubrics and templates in publicly accessible electronic platforms or websites</td>
</tr>
<tr>
<td>Rubrics Explanation</td>
<td>Explaining rubric constructs or rubric language to provide candidates with guidance on how their performance will be evaluated formally once submitted</td>
<td>Using edTPA rubrics to provide formal feedback &amp;/or scores on drafts of edTPA tasks.</td>
</tr>
<tr>
<td>Support Documents</td>
<td>Sharing support documents from the Resource Library at edtpa.aacte.org or Evaluation Systems such as “Making Good Choices”, video tutorials, help line, etc.</td>
<td>Sharing official training materials (Thinking Behind the Rubrics, candidate samples, artifacts, and benchmarks) provided by SCALE and/or Evaluation Systems.</td>
</tr>
<tr>
<td>Technical Assistance</td>
<td>Arranging technical resources for video recording and guidance with uploading documents into electronic platforms. Ensuring that candidates</td>
<td>Telling candidates which clips to select; reviewing video clips and offering formal feedback/scoring of the clips.</td>
</tr>
<tr>
<td>TYPE OF SUPPORT</td>
<td>ACCEPTABLE</td>
<td>UNACCEPTABLE</td>
</tr>
<tr>
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<tr>
<td>understand the video requirements (number of clips, time limits, etc.) for their subject area as well as the evidence that should be visible in their videos.</td>
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</tbody>
</table>


COOPERATING TEACHER PRESENCE IN CLASSROOM
At the Cooperating Teacher Forum, you will be given commentary as to the highlights in this handbook as well as valuable information regarding evaluation of the teacher candidate and information regarding the edTPA Teacher Work Sample which the student teacher candidate must complete for the seminar cohort of the semester. We do ask that as you feel comfortable, **please allow the student teacher candidate to teach independently for at least 4 to 6 weeks of the student teaching experience.** The East Central University College of Education is not opposed to implementing a Co-Teaching situation with you and the teacher candidate. The College of Education does ask that the cooperating teacher remain in an active supervisory role with the student teacher candidate during the full experience.

SUGGESTED TIMELINE FOR STUDENT TEACHING EXPERIENCE

![Suggested Timeline](image)

MIDTERM & FINAL EVALUATION OF THE TEACHER CANDIDATE
Towards the midterm time (at the end of February in the spring cohort and at the end of September for the fall cohort) each cooperating teacher will receive an email from the Director of Student Teaching with a link for the midterm evaluation. After the evaluation is completed, it will be automatically submitted back to the Director of Student Teaching. The same process will take place for the final evaluation which will be emailed in April for the spring cohort and in November for the fall cohort. Also, with the final evaluation, you will be asked to fill out a disposition for your teacher
candidate. The standards for teacher candidate evaluations are based upon the Oklahoma Adopted InTASC Model Core Teaching Standards and are as follows:

A. Content Knowledge and Planning:

**Standard 4-Content Knowledge**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/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 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.

B. Learners and the Learning Environment:

**Standard 1- Learner Development**: The teacher understands how learners grow and develop, recognizing the 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- Learner 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 Environment**: 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.

C. Instruction and Assessment:

**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 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.

D. Professional Environment:

**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.

The disposition areas for teacher candidate evaluation are as follows:

- **Professionalism**: the candidate attends experience in a timely manner, dresses and acts in a professional manner, and shows the ability to use appropriate decision making skills.
- **Learning**: the candidate displays knowledge of subject matter and lesson planning as well as displaying a willingness to use feedback and/or criticism as an opportunity for growth and improvement.
- **Respect**: the candidate shows the ability to work well with a variety of personalities and cultures of students and other public school professionals.
- **Expectations**: the candidate prepares lessons that require higher level thinking, models problem solving strategies during instruction and models professional behaviors of an educator.
- **Efficacy**: the candidate is committed to a belief in ongoing assessment to determine needs of students and demonstrates a positive attitude towards believing that all students can learn.

To see the ECU Disposition form, please visit the following link:

[Undergraduate Education Program - Disposition Rubric](#)

**UNIVERSITY SUPERVISOR FOR THE TEACHER CANDIDATE**

At the time the Director of Field Experience & Student Teaching confirms placement, he or she provides the name and contact information of the university supervisor. The university supervisor is an experienced educator who acts as an advisor, observer and assessor during the student teaching experience. Throughout the candidate’s classroom experience, he or she provides feedback and support. Candidates are expected to contact their university supervisor and introduce themselves as soon as possible. The university supervisor sets up an initial, face to face meeting to schedule future visits. During this meeting, the university supervisor may explain what to expect and work with the candidate to develop an approximate schedule for various in class observations. The university supervisor will require the submission of lesson plans at least three days in advance of the planned observation. The university supervisor holds pre- and post-observation meetings with each the candidate and student teacher for each of the three observations and provides feedback during a meeting with the candidate and the cooperating teacher following both the midterm and final evaluations which are based upon the InTASC Model Core Teaching Standards listed previously.

**UNANNOUNCED OBSERVATIONS BY UNIVERSITY SUPERVISOR OF TEACHER CANDIDATE**

The university supervisor makes at least three separate observation visits. One or more can be unannounced to the teacher candidate. Responsibility is left to the university supervisor to make arrangements as to the time and date of unannounced observations.
If the cooperating teacher deems an unannounced visit may cause the teacher candidate extreme anxiety, or if he/she thinks the candidate might benefit from more unannounced visits or extra observations, he/she should talk with the university supervisor to discuss visitation plans.

**PERFORMANCE CONCERNS & INTERVENTION PLANS FOR TEACHER CANDIDATE**

If the teacher candidate consistently uses ineffective teaching methods or consistently does not follow school policy, the cooperating teacher may determine that an intervention is necessary. If this occurs, please contact the university supervisor and the Director of Field Experience & Student Teaching immediately so that the Teacher Mentoring Committee can intervene with the teacher candidate to remedy the situation.

**ECU EDUCATION MENTORING PLAN FOR THE TEACHER CANDIDATE**

1. If the Director of Field Experience & Student Teaching reviews evaluations and disposition documents and dispositional concerns are identified in any of the following ways, the mentoring plan will be implemented.
   a) The Director of Field Experience & Student Teaching receives a report about a teacher student during the semester that violates ECU teacher dispositions as indicated on the evaluation form.
   b) The teacher student receives two or more negative indicators in one domain from different sources at the end of the semester.
   c) The teacher student is involved in a severe incident which warrants immediate review.

2. The Director of Field Experience & Student Teaching 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 Student Mentoring Committee for review. (Committee will be established by the Director of Field Experience & Student Teaching) If the disposition violation is reported during the semester the same process will be followed.

3. The Teacher Student 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 Teacher Student 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 Plan of Improvement 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 Teacher Education Committee (including the Directors of Education). 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.

A student who is removed from the teacher education program may appeal to the Teacher Education Committee for a hearing and submit evidence of cause for reconsideration.

**TEACHER EDUCATION COMMITTEE**

This committee is composed of the Director of Teacher Education (Committee Chair); the Director of Field Experiences; one faculty member to represent each teacher certification program: Art, Business, Communication, Early Childhood, Elementary, English-Languages, Family and Consumer Sciences, Kinesiology, Mathematics, Music, Science, Special Education, Social Studies, representatives of all graduate certificate programs, and, two practicing professional educators (to serve one year each). All members of the Teacher Education Committee will be directly involved in teacher education program review. This committee recommends to the Academic Committee for undergraduate programs or to the Graduate Committee for advanced programs, all curriculum changes affecting teacher education or teacher certification and recommends policy changes or the development of new policies regarding teacher education to the President of the university.

**APPEALS, SUSPENSION, AND DISMISSAL OF THE TEACHER CANDIDATE**

**Admission Process—Appeal**

The Teacher Education Committee has the responsibility for conducting due process hearings for students who wish to appeal a decision or policy regarding teacher education admission. If an appeal is desired, the student should write a letter to the chair of the Teacher Education Committee (Dean of Education and Psychology) requesting a hearing. Additional information concerning the process for appealing may be obtained from the office of the Dean of the College of Education and Psychology. A student may appear before the Teacher Education Committee to have the application considered.

**Suspension from the Teacher Education Program**

A student shall be suspended immediately when there is reasonable belief that grounds exist for such suspension from the Teacher Education Program. In addition, if there is a reasonable belief, the immediate suspension of a student is necessary because it is to be considered in the best interests of the Teacher Education Program, the public schools, or public school students; then the Dean of the College of Education and Psychology (or in the absence of the Dean, the Chair of the Education Department or designee) may suspend the student immediately from the Teacher Education Program, including field experiences or student teaching. When circumstances arise indicating there is an immediate need to suspend, the student will be notified verbally or in a delivered message from the Dean. The process for dismissal of a student from the Teacher Education Program will be initiated, if necessary, within five calendar days following suspension of the student. To the extent possible, students reinstated after the initiation of the suspension from the Teacher Education Program policy, will be restored to their previous position and status without action detrimental to their studies, progress and evaluation of their work.
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The obligation for maintaining academic integrity, professional standards and ethics, and legal responsibilities should be considered fundamental in the preparation of future educators. East Central University's Teacher Education Program assumes this obligation to parents, public schools, and the State of Oklahoma. In this respect, the Teacher Education Program will attempt to screen and deny admission or dismiss from the program those students deemed unsuitable teacher education students. This is an attempt to protect public school students from unacceptable teacher education students. In addition, this good faith effort will preserve the credibility and effectiveness of the Teacher Education Program in maintaining its relationship with public districts and demonstrate the program's efforts to provide teacher students who are suited to teach public school PK-12 students.

East Central University maintains the obligation to deny admission to or dismiss from the Teacher Education Program at any time, any student whose personal conduct is deemed detrimental to:

1. The welfare of students in the public schools;
2. The teacher education program’s effective working relationship with the public schools;
3. The 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 who is denied admission or who is being considered for 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:

a) The proposed action;
b) The grounds for the proposed action;
c) The evidence sustaining the alleged personal conduct in question; and
d) The opportunity to appeal the proposed action to the Teacher Education Committee.

The student who is denied admission to or dismissed from the Teacher Education Program who wishes to appeal this decision must request, in writing, a hearing within ten (10) calendar days of receipt of written notice of the proposed action. A hearing date will be set and the student will be notified of the day, date, time, and location of the hearing by the chair of the Teacher Education Committee. The hearing will be conducted by the Teacher Education Committee with the chair of the Committee presiding. The student will be afforded those rights available under an administrative hearing. The chair of the Teacher Education Committee shall render in writing, the findings of fact and the decision of the Teacher Education Committee. This written decision will be completed within a reasonable period of time. The Dean of the College of Education and Psychology will decide if the student will be allowed to attend classes, including field experiences and student teaching, during the pendency of the hearing.
CHAPTER 5
Guide for the University Supervisor

As an East Central University College of Education University Supervisor, you provide guidance, support, onsite assistance, assessment and feedback to a teacher candidate during his or her student teaching experience. The university supervisor is also the primary link between the university and the student teacher candidate. He or she works closely with the rest of the supportive team and informs the Director of Student Teaching whether the student teacher candidate has had a successful experience.

QUALIFICATIONS OF THE UNIVERSITY SUPERVISOR FOR THE TEACHER CANDIDATE
- Possess as a minimum a teaching certificate, a master’s degree or equivalent, or preferably an earned doctorate.
- Possess a record of successful teaching experience in public schools—desirable.
- Be a person who works well with others; is concerned for the individual; and is specialized in supervision skills which enable her/him to discern effective teaching/learning practices in whatever subject she/he happens to be observing.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR
A university supervisor acts as an ECU representative providing high quality, comprehensive advisement and support to the student teacher candidate. Your responsibilities include:

1. **Serving as the communication link between ECU and the public school.** As the representative of ECU in the public school, it is your responsibility to inform the other members of the student teaching team of university policy and interpret any unclear points.

2. **Informing the Director of Student Teaching about any significant problems.** Discuss with the director any situation that might lead to the withdrawal of the student teacher from student teaching. Work with the director to formulate a plan for assisting the student teacher and closely monitor the results. Unless there is an extreme emergency, such as clear and imminent danger to students’ health and safety, do not unilaterally remove a student teacher from student teaching. In such case, immediately notify the Director of Student Teaching. If you cannot reach the director, call the Dean of the College of Education and Psychology.

3. **Meeting with student teaching candidate.** Student teacher candidates are expected to contact their university supervisor and introduce themselves as soon as possible. The university supervisor will then set up an initial, face to face meeting to schedule future visits. During this meeting, the university supervisor may explain what to expect and work with the candidate to develop an approximate schedule for various in class observations.

4. **Visiting, observing, and conferencing with student teacher candidates.** Observe each student teacher a minimum of three times. The first visit is to be completed within the first three weeks of the student teacher’s beginning date. Each observation should be planned for at least one class period while the student teacher is teaching. Discuss the student teacher’s progress with the student teacher. Observational notes should be made not only
from observations of classroom management, but also following the InTASC Model Core Teaching Standards as well as dispositional evaluation items. Also, please set aside time to discuss the observations with the cooperating teacher. Anecdotal notes should be kept for each visit.

5. **Serving in a supportive role for the student teacher candidate.** Sometimes it is difficult to establish the rapport necessary for this role because the student teacher candidate is too concerned with the supervisor's evaluative role. A supervisor should usually be able to provide positive reinforcement and assistance in a constructive manner.

6. **Explaining paperwork required of each student teacher candidate.** Lesson plans are to be shown to the university supervisor three days prior to a scheduled visit. Also, be sure to check monthly timesheets (teacher candidates are required to email university supervisors a copy of monthly timesheets signed by the cooperating teacher) to be sure that teacher candidates are not accumulating excessive absences or excessively substituting for other teachers in the district (we allow 3 times of substituting). One IEP is to be transmitted to the Director/Coordinator of Special Education by the university supervisor (only for student teacher candidates in special education).

7. **Enhancing the student teacher candidates’ expertise in instruction and classroom management.** These are basic to success, and problems with the latter constitute one of the leading causes of failure by beginning teachers. Student teachers are NOT to use corporal punishment.

8. **Discussing/strengthening other important attributes that contribute to a teacher’s success.** Many of these are identified in the final evaluation form which is completed by the university supervisor after the final evaluation is completed. The evaluation standards are derived from InTASC Model Core Teaching Standards.

9. **Complete online evaluations to monitor student teacher candidate’s progress.** One formal on-line evaluation of student teaching candidate’s adherence to the above mentioned ten academic InTASC Model Core Teaching Standards should be completed and submitted to the Director of Student Teaching upon completion of the 16-week/80 day requirement. The evaluation links (InTASC and Disposition) will be emailed towards the end of the student teaching experience semester.

10. **Review student teacher candidate timesheets monthly.** Candidates are also required to record attendance on a monthly timesheet, which is required to be signed by both the candidate and the cooperating teacher. The timesheet should then be submitted via email to the university supervisor and uploaded to the seminar blackboard shell. Please ensure that the teacher candidate is not excessively absent or placed in a substituting position.

11. **Note student absences and incidents of tardiness.** If the student teacher candidate is absent more than three days we are concerned. If he/she is absent more than five days, someone from the school should contact the university supervisor. Excessive absences, generally more than five days, must be made up regardless of reason(s). The Director of Student Teaching in consultation with the university supervisor will schedule the make-up days. In the event of unusual circumstances, situations will be considered on a case-by-case basis.
If there are any concerns about the teacher candidate, the supervisor should address those concerns immediately with the cooperating teacher, teacher candidate and/or the Director of Field Experience & Student Teaching.

**INTRODUCTORY FIRST MEETING OF THE TEACHER CANDIDATE**

University supervisors are asked to meet with the teacher candidate at the beginning of student teaching experience. If you have not heard from your candidate, contact him or her at least 2 weeks prior to the student teaching date. Use this introductory meeting as an opportunity to get to know each other, to set expectations, and to create a rough schedule of observations (at least three meetings must occur). We request that university supervisors only meet with the student teacher candidates in public places, preferably the assigned school.

**TEACHER CANDIDATE LESSON PLANS**

The teacher candidate uses the same lesson planning procedures and format as the cooperating teacher. If the cooperating teacher does not specify a lesson plan format, the candidate has been instructed to use the ECU College of Education lesson plan format or another approved format. The candidate is required to provide the cooperating teacher with written lesson plans in accordance with whatever expectations the coordinating teacher sets. The candidate must also provide the university supervisor with a lesson plan three days prior to each scheduled visit. In addition, the university supervisor should advise the teacher candidate to always have lesson plans readily available to be reviewed if the supervisor makes an unannounced observation visit, or for review by the building principal if requested. For university supervisors of special education teacher candidates, the candidate is responsible for providing the university supervisor with one IEP that will be delivered to the Director of Special Education.

**UNIVERSITY SUPERVISOR CHECK-IN**

University supervisors are highly encouraged to attend the Cooperating Teacher Forum at the beginning of each cohort. The fall cohort forum will be held in August and the spring cohort forum will be held in January. These forums are held to offer opportunities for:

- Meeting your student teacher candidate
- Meeting your student teacher candidate’s cooperating teacher
- Asking questions about the observation and evaluation process
- Learning about the latest updates to policies and procedures
- Meeting representatives of the ECU Education and Student Teaching/Field Experience Office
- Meeting with other University supervisors

Supervisors will receive an invitation email approximately one month before each cohort is to be held. This message will contain information regarding the events.

**OBSERVATIONS & EVALUATIONS OF TEACHER CANDIDATE**
PRE OBSERVATION CONFERENCE VISIT
Hold a pre-observation conference visit with the student teacher candidate prior to each observation either in person, via email, or over the phone. The purpose of this conference is to allow the teacher candidate to become aware of expectations as well as ease fears of the candidate as to the student teaching experience. In this meeting, discuss the lesson plan, examine anticipated student behaviors, and review teaching and observation expectations as well as any particular issues upon which the teacher candidate needs to focus during delivery of the lesson. While the candidate must, in time, ultimately meet all standards, we anticipate that he or she may fall short in the early observations. Classroom management can be particularly troublesome for teacher candidates. Often, the specific prescriptive feedback and remediation work takes more than one week. Given specific comments and detail for any areas rates a 0, 1, or 2 on the standards to make suggestions for improvement. We also encourage supervisors to leave detailed comments regarding any areas of successes or strengths. If the candidate scores poorly on two observation sessions within the first three observations, immediately contact the Director of Field Experience & Student Teaching to review the situation and determine the next steps to follow.

SCHEDULED OBSERVATIONS
Observe each student teacher a minimum of three times. The first visit is to be completed within the first three weeks of the student teacher candidate’s beginning date. Each observation should be planned for at least one class period or at least 45 minutes while the student teacher candidate is teaching. Discuss progress with the student teacher candidate. Also, please set aside time to discuss the observations with the cooperating teacher. Anecdotal notes should be kept for each visit.

UNANNOUNCED OBSERVATIONS
Unannounced visits may be made during the observation of a student teaching candidate. Please contact the cooperating teacher prior to this visit so he/she can be aware of the extra observation. If a cooperating teacher deems that the student teacher candidate might benefit from unannounced visits or extra observations, he/she has been asked to contact the university supervisor directly to notify him/her of a potential issue.

POST OBSERVATION CONFERENCE VISIT
Hold a post observation conference with the candidate within 48 hours of each observation either in person, via email or telephone. In the post conference, provide detailed prescriptive feedback to the teacher candidate for each aspect of the observation standards. Please make sure that the candidate understands teaching strengths and weaknesses observed and that the weaknesses will be looked at for areas of improvement upon the next observation visit. Post conference visits are an opportunity to:

- Provide suggestions for improvements in the narrative boxes under each section of the form for any areas rated as 0, 1, or 2
- Discuss areas of strengths and weaknesses
- Teach and model correct strategies
- Be upfront and direct regarding the candidate’s performance

FINAL EVALUATION OF TEACHER CANDIDATE
Prior to the last post conference observation visit, complete a final evaluation. Please review the final with the candidate and the cooperating teacher during the last post observation visit. The final evaluation covers the teacher candidate’s overall progress for the entire student teaching experience. The standards for teacher candidate evaluations are based upon the Oklahoma Adopted InTASC Model Core Teaching Standards and are as follows:

A. Content Knowledge and Planning:

Standard 4-Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/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 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.

B. Learners and the Learning Environment:

Standard 1- Learner Development: The teacher understands how learners grow and develop, recognizing the 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- Learner 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 Environment: 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.

C. Instruction and Assessment:

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 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.

D. Professional Environment:
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.

PERFORMANCE CONCERNS & INTERVENTION PLANS FOR THE TEACHER CANDIDATE

If the teacher candidate consistently uses ineffective teaching strategies or does not consistently follow the school policy, the university supervisor may determine that an intervention is necessary. If this occurs, please contact the Director of Field Experience & Student Teaching.

The Director of Field Experience & Student Teaching will determine if an intervention plan is necessary and then arrange for the Teacher Mentoring Committee to convene to decide further action necessary for the success of the student candidate, while remaining considerate to the ethics and standards of the education profession.

ECU EDUCATION MENTORING PLAN FOR TEACHER CANDIDATE

1. If the Director of Field Experience & Student Teaching reviews evaluations and disposition documents and dispositional concerns are identified in any of the following ways, the mentoring plan will be implemented.
   A. The Director of Field Experience & Student Teaching receives a report about a teacher student during the semester that violates ECU teacher dispositions as indicated on the evaluation form.
   B. The teacher student receives two or more negative indicators in one domain from different sources at the end of the semester.
   C. The teacher student is involved in a severe incident which warrants immediate review.

2. The Director of Field Experience & Student Teaching 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 Student Mentoring Committee for review. (Committee will be established by the Director of Field Experience & Student Teaching) If the disposition violation is reported during the semester the same process will be followed.

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the Committee presiding. The student will be afforded those rights available under an administrative hearing. The chair of the Teacher Education Committee shall render in writing, the findings of fact and the decision of the Teacher Education Committee. This written decision will be completed within a reasonable period of time. The Dean of the College of Education and Psychology will decide if the student will be allowed to attend classes, including field experiences and student teaching, during the pendency of the hearing.
ELECTRONIC PORTFOLIO POLICY

Beginning in the fall of 1997, teacher education students have been required to submit a comprehensive document that provides evidence of their knowledge in identified standard areas for initial teacher certification. Beginning in spring of 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 the Chalk & Wire® section 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 according to the East Central University 2014-2015 Student Code of Conduct Handbook, “... in accordance with the provision of the Family Educational Rights and Privacy Act as amended and as qualified by the Oklahoma Open Records Act,” (p. 15).

The portfolio is an edited, integrated collection of a teacher candidate’s evidence that identified program criteria 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 (artifacts) as a professional education candidate to demonstrate accomplishment of the Council of Chief State School Officers (CCSSO’s Interstate Teacher Assessment & Support Consortium) and Oklahoma adopted InTASC Model Core Teaching Standards with reflections on each artifact (April 2011). 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.

ELECTRONIC PORTFOLIO STRUCTURE AND GUIDELINES

The e-portfolio will be organized into three sections with appropriate artifacts which exemplify your best work. The required format of these sections is as follows:

Professional e-Portfolio Format

- *Preface or introduction to portfolio Block I
- *Table of contents Block I

Section I: Background Information

- *Resume/vita Block I
- *Teacher Education Admission Letter Block II
Section II: Teaching Artifacts Illustrating Oklahoma’s adopted InTASC Model Core Teaching Standards of which there are 10.

- *Documentation of the mastery of the ten Oklahoma adopted InTASC Model Core Teaching standards displaying essential knowledge and critical dispositions
- *Explanatory statement and reflection attached to each artifact (one per standard)
- *Reflection format
- *Block I Standard 9, Block I Portfolio Rationale
- *Block II Standards 1, 2, 3, 5, 10, Block II Portfolio Rationale
- *Block III Standards 4, 6, 7, 8, Block III Portfolio Rationale
- *Block IV Teacher Work Sample (TWS-TPA)

During the student teaching experience semester, candidates will develop a Teacher Work Sample (TWS) to demonstrate understanding and application of all ten adopted Oklahoma InTASC Model Core Teaching Standards. TWS requirements have been adapted from the Oklahoma Teacher Work Sample and AACTE’s edTPA.

**E-PORTFOLIO CONTENTS: Chalk & Wire®**

The Teacher Education Program at East Central University requires an e-portfolio to demonstrate mastery of the ten Oklahoma adopted InTASC Model Core Teaching Standards. One artifact and rationale is required for standards 1-10 (Blocks I, II and III) with student-created artifacts prescribed as assignments during the professional block courses. These artifacts are to create stronger connections between standards, field experience observations, and impact on the candidate’s skills, knowledge and disposition. The purpose of the e-portfolio is for the teacher candidate to demonstrate mastery of the ten Oklahoma adopted InTASC Model Core Teaching Standards; therefore, it is imperative for the candidate to provide a reflection of the purpose of the standard and its impact on the candidate’s skills, knowledge and disposition toward teaching.

During professional coursework and field experiences, mastery will be assessed based upon essential knowledge and critical dispositions as defined by the 2011 InTASC Model Core Teaching Standards (1-10). 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 ten standards.
### IDENTIFIED ARTIFACTS BY STANDARD

<table>
<thead>
<tr>
<th>Standard 1: Learner Development</th>
<th>Standard 2: Knowledge of Human Development</th>
<th>Block</th>
<th>Course</th>
<th>Artifact</th>
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<tr>
<td>Standard 2: Learning Differences</td>
<td>Standard 3: Adapting Instruction for Individual Needs</td>
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<td>Self-Analytical Reading Application</td>
</tr>
<tr>
<td>Standard 3: Learning Environments</td>
<td>Standard 5: Classroom motivation and management skills</td>
<td>II</td>
<td>ESPSY 3513</td>
<td>Self-Analytical Reading Application</td>
</tr>
<tr>
<td>Standard 4: Content Knowledge</td>
<td>Standard 1: Knowledge of Subject Matter</td>
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<td>EDUC 4043</td>
<td>Lesson Plan*</td>
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<tr>
<td>Standard 5: Application of Content</td>
<td>Standard 6: Communication Skills</td>
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<td>Technology Enhanced Activity</td>
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<td>Standard 6: Assessment</td>
<td>Standard 8: Assessment of Student Learning</td>
<td>III</td>
<td>EDUC 4043</td>
<td>Lesson Plan* with Multiple Assessments</td>
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<tr>
<td>Standard 7: Planning for Instruction</td>
<td>Standard 7: Instructional Planning Skills</td>
<td>III</td>
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<td>Unit*</td>
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<tr>
<td>Standard 8: Instructional Strategies</td>
<td>Standard 4: Multiple Instructional Strategies</td>
<td>III</td>
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<td>Standard 9: Professional Learning and Ethical Practice</td>
<td>Standard 9: Professional Commitment and Responsibility</td>
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<td>Self-Evaluation</td>
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<tr>
<td>Standard 10: Leadership and Collaboration</td>
<td>Standard 10: Partnerships</td>
<td>II</td>
<td>EDUC 4632</td>
<td>Website/Newsletter</td>
</tr>
</tbody>
</table>

*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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<th>Block</th>
<th>Course</th>
<th>Artifact</th>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>EDUC 2012</td>
<td>Teacher Interview-Professional Development/Lifelong Learning</td>
<td>Standard 9: Professional Learning and Ethical Practice</td>
</tr>
<tr>
<td>II</td>
<td>EDPSY 3513</td>
<td>Self-Analytical Reading Application</td>
<td>Standard 1: Learner Development</td>
</tr>
<tr>
<td>II</td>
<td>EDPSY 3513</td>
<td>Self-Analytical Reading Application</td>
<td>Standard 2: Learning Differences</td>
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<tr>
<td>II</td>
<td>EDPSY 3513</td>
<td>Self-Analytical Reading Application</td>
<td>Standard 3: Learning Environments</td>
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<td>II</td>
<td>EDUC 4632</td>
<td>Technology Enhanced Activity</td>
<td>Standard 5: Application of Content</td>
</tr>
<tr>
<td>II</td>
<td>EDUC 4632</td>
<td>Website/Newsletter</td>
<td>Standard 10: Leadership and Collaboration</td>
</tr>
<tr>
<td>III</td>
<td>EDUC 4043</td>
<td>Lesson Plan*</td>
<td>Standard 4: Content Knowledge</td>
</tr>
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<td>III</td>
<td>EDUC 4043</td>
<td>Lesson Plan* with Multiple Assessments</td>
<td>Standard 6: Assessments</td>
</tr>
<tr>
<td>III</td>
<td>EDUC 4043</td>
<td>Unit*</td>
<td>Standard 7: Planning for Instruction</td>
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<td>III</td>
<td>EDUC 4043</td>
<td>Unit Project*</td>
<td>Standard 8: Instructional Strategies</td>
</tr>
</tbody>
</table>

*Artifacts for EDUC 4043 may be adapted from activities or assignments originally developed in methods or other previous coursework.

**E-PORTFOLIO EVALUATION SCHEDULE**

All students will be provided with a “Teacher Education Handbook” in Block I. Candidate e-portfolios will be graded at the end of each professional education block according to the rubrics, which are at the end of this chapter. The designated course responsible for fulfillment of the e-portfolio requirement in Block I is EDUC 2012 Foundations of Education. The designated courses for Block II are EDPSY 3513 Educational Psychology and EDUC 4632 Educational Technology. 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 e-portfolio requirement. You DO NOT receive a grade for the e-portfolio, but failure to satisfactorily complete the portfolio by the deadline will result in an F for the designated course.
Rubrics for Evaluation of Standards

East Central University Department of Education
Level One: Foundations of Education
Verification Form

NAME ___________________________________________  ID# ________________________

Major ____________________________  Semester ___________  Year _______________

<table>
<thead>
<tr>
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<td>Standard 9</td>
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<tr>
<td>Block I Portfolio Rationale</td>
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<tr>
<td>PORTFOLIO IS COMPLETE FOR BLOCK I</td>
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COMMENTS
________________________________________________________________________
________________________________________________________________________

INSTRUCTOR SIGNATURE  DATE
________________________________________________________________________
________________________________________________________________________

STUDENT SIGNATURE  DATE
<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. There is minimal evidence of prescription, reflection or integration of these elements into the candidate's own practice. **ESSENTIAL KNOWLEDGE**<br>• The student 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 student 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 student knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from evaluations and observations, data on learner performance, and school- and system-wide priorities. **CRITICAL DISPOSITION**<br>• The student 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, rationale or integration of these elements into the student's own practice. **ESSENTIAL KNOWLEDGE**<br>• The student knows how to use learner data to analyze practice and differentiate instruction accordingly.  
• The student 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**<br>• The student takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.  
• The student is committed to deepening 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 student 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. |
### East Central University Department of Education

**Level One: Foundations of Education**

<table>
<thead>
<tr>
<th>Standard Evaluated</th>
<th>Not Met</th>
<th>Met/Weakness</th>
<th>Met</th>
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<tbody>
<tr>
<td><strong>Block I Portfolio</strong>&lt;br&gt;Rationale</td>
<td>• Rationale does not demonstrate the student’s self-awareness of changes in knowledge, skills and disposition resulting from the completion of the portfolio  &lt;br&gt;• Rationale does not make connections between the standards and practice.</td>
<td>• Rationale somewhat demonstrates the student’s self-awareness of changes in knowledge, skills and disposition resulting from the completion of the portfolio.  &lt;br&gt;• Rationale makes connections between the standards and practice.</td>
<td>• Rationale demonstrates the student’s self-awareness of changes in knowledge, skills and disposition resulting from the completion of the portfolio.  &lt;br&gt;• Rationale makes connections between theory, standards and practice.</td>
</tr>
<tr>
<td><strong>Overall Portfolio</strong></td>
<td>• The rationale does not connect to the standard represented  &lt;br&gt;• Some artifacts are not created by the student  &lt;br&gt;• More than three spelling or grammatical errors  &lt;br&gt;• Portfolio was submitted late  &lt;br&gt;• More than three revisions are required</td>
<td>• Most of the rationale connects to the standard represented  &lt;br&gt;• Some artifacts are not created by the student  &lt;br&gt;• Less than three spelling or grammatical errors  &lt;br&gt;• Portfolio is submitted by the due date  &lt;br&gt;• Less than three revisions are required</td>
<td>• Every rationale is connected to the standard it represents  &lt;br&gt;• Every rationale addresses the impact on the student’s skills, knowledge and disposition  &lt;br&gt;• Artifacts have been created by the student  &lt;br&gt;• No spelling or grammatical errors  &lt;br&gt;• Portfolio is submitted by the due date  &lt;br&gt;• All criteria are met on first submission</td>
</tr>
</tbody>
</table>
# East Central University Department of Education
## Level Two: Educational Psychology & Educational Technology
### Verification Form

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<th>ITEM</th>
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<td>Letter of Admission to ECU Education Program</td>
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<tr>
<td>Standard 10</td>
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<tr>
<td>Block II Portfolio Rationale</td>
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</tbody>
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**PORTFOLIO IS COMPLETE FOR BLOCK II**

**COMMENTS:**

_____________________________
INSTRUCTOR SIGNATURE

___________________________
DATE

_____________________________
STUDENT SIGNATURE

___________________________
DATE
<table>
<thead>
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<th>Standard Evaluated</th>
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<tbody>
<tr>
<td><strong>Standard 1</strong></td>
<td><strong>Artifact &amp; Rationale</strong></td>
<td><strong>Rationale does not demonstrate understanding of the essential knowledge and critical dispositions of the standard.</strong></td>
<td><strong>Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard. There is minimal evidence of prescription, reflection or integration of these elements into the student’s own practice.</strong></td>
</tr>
</tbody>
</table>

**ESSENTIAL KNOWLEDGE**
- The student 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 student 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 student identifies readiness for learning, and understands how development in any one area may affect performance in others.

**CRITICAL DISPOSITION**
- The student commits to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.
- The student takes responsibility for promoting learners’ growth and development.

| **Met** | **Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard including all of those in the MET/WEEKNESS plus those listed below, AND there is evidence of prescription, reflection or integration of these elements into the student’s own practice.** |

**ESSENTIAL KNOWLEDGE**
- The student 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 student respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.
- The student 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>
<th>Not Met</th>
<th>Met/ Weakness</th>
<th>Met</th>
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</thead>
</table>
| **Standard 2**    |         | Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard. There is *minimal* evidence of prescription, reflection or integration of these elements into the student’s own practice. **ESSENTIAL KNOWLEDGE**  
• The student 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 student understands learners 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 student believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. |
| **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 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 student’s own practice. **ESSENTIAL KNOWLEDGE**  
• The student knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.  
• The student understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.  
• The student knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction. **CRITICAL DISPOSITION**  
• The student respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.  
• The student makes learners feel valued and helps them learn to value each other.  
• The student 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>
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<th>Met/ Weakness</th>
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<td><strong>Standard 3</strong>&lt;br&gt;Artifact &amp; Rationale</td>
<td>Rationale <em>does not</em> 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 listed below. There is <em>minimal</em> evidence of prescription, reflection or integration of these elements into the candidate’s own practice.&lt;br&gt;<strong>ESSENTIAL KNOWLEDGE</strong>&lt;br&gt;• 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.&lt;br&gt;• The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.&lt;br&gt;• The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.&lt;br&gt;<strong>CRITICAL DISPOSITIONS</strong>&lt;br&gt;• The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.&lt;br&gt;• The teacher seeks to foster respectful communication among all members of the learning community.</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.&lt;br&gt;<strong>ESSENTIAL KNOWLEDGE</strong>&lt;br&gt;• The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.&lt;br&gt;• 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.&lt;br&gt;<strong>CRITICAL DISPOSITIONS</strong>&lt;br&gt;• 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.&lt;br&gt;• 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.&lt;br&gt;• The teacher is a thoughtful and responsive listener and observer.</td>
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<tr>
<td>Standard Evaluated</td>
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<td>Met/ Weakness</td>
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</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. There is *minimal* evidence of prescription, reflection or integration of these elements into the student’s own practice. **ESSENTIAL KNOWLEDGE**<br><ul><li>The student 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.</li><li>The student 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.</li><li>The student understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. **CRITICAL DISPOSITIONS**<br> The student values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</li></ul>**ESSENTIAL KNOWLEDGE**<br><ul><li>The student 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.</li><li>The student understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</li><li>The student understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</li><li>The student understands creative thinking processes and how to engage learners in producing original work.</li><li>The student knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum. **CRITICAL DISPOSITIONS**<br> The student is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues. The student values knowledge outside his/her own content area and how such knowledge enhances student learning.</li></ul>
<table>
<thead>
<tr>
<th>Standard Evaluated</th>
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<th>Met/ Weakness</th>
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| Standard 10 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. There is *minimal* evidence of prescription, reflection or integration of these elements into the student’s own practice. **ESSENTIAL KNOWLEDGE**  
- The student 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 student understands that alignment of family, school, and community spheres of influence enhances learning and that discontinuity in these spheres of influence interferes with learning. **CRITICAL DISPOSITION**  
- The student 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 student’s own practice. **ESSENTIAL KNOWLEDGE**  
- The student knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.  
- The student knows how to contribute to a common culture that supports high expectations for student learning. **CRITICAL DISPOSITION**  
- The student 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 student respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.  
- The student takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.  
- The student embraces the challenge of continuous improvement and change. |
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<tr>
<th><strong>Standard Evaluated</strong></th>
<th><strong>Not Met</strong></th>
<th><strong>Met/ Weakness</strong></th>
<th><strong>Met</strong></th>
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</table>
| **Block II Portfolio Rationale** | • Rationale does not demonstrate the student’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 student’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 student’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 does 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 connects 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 student’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. |
# Level Three: Strategies for Teaching Verification Form

**NAME** ________________________________________________  **ID #** _________________________

**Major** __________________________  **Semester** ______________   **Year** ______________

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

**COMMENTS:**

________________________________________________________________________

**INSTRUCTOR SIGNATURE**

________________________________________________________________________

**DATE**

________________________________________________________________________

**STUDENT SIGNATURE**

________________________________________________________________________

**DATE**
### Level Three: Strategies for Teaching

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<tr>
<td><strong>Standard 4</strong></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. There is minimal evidence of prescription, reflection or integration of these elements into the student’s own practice. <strong>Essential Knowledge</strong>&lt;br&gt;• The student 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 student understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.&lt;br&gt;• The student has a deep knowledge of learner content standards and learning progressions in the discipline(s) s/he teaches. <strong>Critical Disposition</strong>&lt;br&gt;• The student recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.&lt;br&gt;• The student 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 student’s own practice. <strong>Essential Knowledge</strong>&lt;br&gt;• The student knows and uses academic language of the discipline and how to make it accessible to learners.&lt;br&gt;• The student knows how to integrate culturally relevant content to build on learners’ background knowledge. <strong>Critical Disposition</strong>&lt;br&gt;• The student 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 student appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.</td>
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<th>Standard Evaluated</th>
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<td>Standard 6 Artifact &amp; Rationale</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 Essential Knowledge and Critical Dispositions of the standard. There is <em>minimal</em> evidence of prescription, reflection or integration of these elements into the student’s own practice. <strong>ESSENTIAL KNOWLEDGE</strong>&lt;br&gt;- The student understands the differences between formative and summative applications of assessment and knows how and when to use each.&lt;br&gt;- The student 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 student 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 student takes responsibility for aligning instruction and assessment with learning goals.&lt;br&gt;- The student is committed to using multiple types of assessment processes to support, verify, and document learning.&lt;br&gt;- The student is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.&lt;br&gt;- The student 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 student’s own practice. <strong>ESSENTIAL KNOWLEDGE</strong>&lt;br&gt;- The student 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 student 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;- The student knows when and how to evaluate and report learner progress against standards. <strong>CRITICAL DISPOSITIONS</strong>&lt;br&gt;- The student 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 student is committed to providing timely and effective descriptive feedback to learners on their progress.</td>
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### Standard 7

**Artifact & Rationale**

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

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<th>Met/Weakness</th>
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<tbody>
<tr>
<td>Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard. There is <em>minimal</em> evidence of prescription, reflection or integration of these elements into the student’s own practice. <strong>Essential Knowledge</strong>&lt;br&gt;• The student understands content and content standards and how these are organized in the curriculum.&lt;br&gt;• The student understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.&lt;br&gt;• The student 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.&lt;br&gt;• The student knows when and how to adjust plans based on assessment information and learner responses.&lt;br&gt;• The student 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). <strong>Critical Disposition</strong>&lt;br&gt;• The student takes professional responsibility to use short- and long-term planning as a means of assuring student learning.&lt;br&gt;• The student believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</td>
<td>Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard including all of those in the <em>MET/WEAKNESS</em> plus those listed below, AND there is evidence of prescription, reflection or integration of these elements into the student’s own practice. <strong>Essential Knowledge</strong>&lt;br&gt;• The student understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.&lt;br&gt;• The student understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. <strong>Critical Disposition</strong>&lt;br&gt;• The student respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.&lt;br&gt;• The student values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Standard 8

**Artifact & Rationale**

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

<table>
<thead>
<tr>
<th>Standard Evaluated</th>
<th>Not Met</th>
<th>Met/Weakness</th>
<th>Met</th>
</tr>
</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. | There is minimal evidence of prescription, reflection or integration of these elements into the student’s own practice. **ESSENTIAL KNOWLEDGE**
- The student 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 student understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- The student knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- The student 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 student 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 student’s own practice. **ESSENTIAL KNOWLEDGE**
- The student knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- The student knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. **CRITICAL DISPOSITION**
- The student values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- The student is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- The student values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. |
| Standard Evaluated         | Not Met                                                                 | Met/Weakness                                                                                                                                                                                                 | Met                                                                 |
|---------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------*****************************************************************************|---------------------------------------------------------------------|
| Block III Portfolio       | • Rationale does not demonstrate the student’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 student’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 student’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. |
| Rationale                 |                                                                         |                                                                                                                                                                                                         |                                                                     |
| Overall Portfolio         | • The rationale does 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 connects 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 student’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
Format for Writing Rationale

East Central University Education Program
Rationale Format

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

2. Purpose of the standard
   The student should explain the purpose of the standard. The student should address why it is important for teachers to understand this standard. This ensures that the students understand the meaning of the standard and can explain, in his/her language, the purpose of the standard.

3. Analysis of the artifact in relation to the standard
   The student 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?

Rationale Checklist

- Did I identify the artifact and rationale at the top of the page?
- Did I re-state 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?
Electronic Portfolio Instruction
East Central University
College of Education and Psychology
Department of Education

Getting Started with Chalk and Wire

Step 1: Purchasing your license

Purchase a Chalk and Wire License from the ECU Bookstore. You will be given a code to be used to create your account.

Store Contact Information:
TBC #150- East Central
300 South Highland Street
Ada, OK 74820
Phone: 580-332-6347

STEP 2: Activating your account

Courses that require the portfolio will have a Blackboard assignment that links to Chalk and Wire. On your initial attempt to access Chalk and Wire, you will be asked to register the subscription code that was provided by at the time of your purchase.

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
Dashboard Tabs

Overview Tab:

The Overview tab allows Students to:

1. View information about **past assessments results**
2. Access the **My Results** screen to view all assessment results
3. View **results of last assessment** - Click to view Assessment Summary
4. View highest assessment result score in the last 30 days - Click to view Assessment Summary
5. View lowest assessment result score in the last 30 days - Click to view Assessment Summary
6. View and access **recently updated portfolios**
7. View **news and recent activity** - Click hyperlinks to send message, navigate to portfolio pages or view system messages
8. Access **newsflash information and resources** - Click to view newsflashes
Performance Tab

The Performance Tab allows students to:

1. View their **highest and lowest assessment score**, compared to other students on the same assessment instrument.
2. Access their assessment results and **view the mean assessment score compared to other students**, by Assessment Instrument.
Upcoming Tab

The Upcoming tab allows Students to view and access Assignments that are overdue, due today or that have upcoming due dates.

1. Click on the Assignment name to access the assignment
2. Click on the Instrument name to view the Assessment Instrument
3. Click on the Assessor name to send a message to the assessor
Surveys

The Survey Tab allows students to view and complete surveys.

1. Click ‘Take’ button to complete an incomplete survey
2. Click ‘Edit’ button to update a previously completed survey

Once a portfolio has been created a PORTFOLIO TAB will be included on your dashboard that allows you to access all of your portfolio tables of contents.

NOTE: Instructors may create assignments through blackboard that lead directly to the portfolio table of contents element required.
Artifacts & Rationales

Adding and Managing content in your portfolio is an important aspect of submitting work for assessment. Use this section of the Chalk & Wire Help Site to learn how to add text, artifacts, reports, forms, and internal links as well as how to create hyperlinks to artifacts, embed YouTube videos, import content, and edit, drag, delete, and comment on portfolio content.

NOTE: Chalk and Wire does not include spell check, so you may want to use Word or another word processing software and then paste into Chalk and Wire.

Step 1: Use the assignment link provided by your course instructor
Step 2: Click the drop down arrow beside ADD CONTENT and choose "Text Block".

![ADD CONTENT](image)

NOTE: Instead of adding a textbox, you have the option to directly upload a file; however this will require the viewer of the page to have the appropriate software to open the file. Using a textbox ensures that all viewers will be able see your work.

Step 4: Copy (if composed in a word processing software) and paste into the Chalk and Wire textbox.

Step 5: Click Save and Close. (A green box will appear at the top when it has been saved to your portfolio).
Submitting

Step 1: Click Submit in the top right hand corner. When you click submit a screen will come up and ask you what professor you would like to submit to. Chose the correct professor and click submit at the bottom of the page.

NOTE: When there is nothing to submit there will be a line through the work submit.

When the work is ready to be submitted, the submit button will light up.

Step 2: CLICK SUBMIT. Your submission will be confirmed in green, along with a summary of the submission that you have just made.

You will also see the information on the banner of the page you have submitted
NOTE: If you need to make changes or corrections to a submission that has NOT been assessed, you can click the Withdraw option; make changes, and resubmit. You cannot withdraw a submission that has already been assessed.

*My Results Summary*
Once your submissions have been assessed and the results made available to you, you can access and view them from the My Results screen. To access the My Results screen:

1. Click on the Main Menu Icon.
2. Click on the Work option.
3. Select My Results.
1. If your submission has already been assessed, its score will appear in the **Score** column.

5. If you wish to view the assessment details, including feedback comments and individual rubric criterion scores, click anywhere on the row for the submission.

6. When you receive the pop-up menu, select the **View Summary** or **View Details** option. If you wish to view the work that you submitted, select the **Work** option. If you would like to view more information about your assessor, or send them a message, select **View Assessor Info**.

**Adding Your Results to Your Rubric**

**NOTE:** You will need to screen capture your results and add them to your Block I, II, or III Rubric.
Renewing your Account

If you are a Chalk & Wire user and your account has expired or will be expiring soon, you will need to renew your account in order to maintain access.

BE SURE TO INFORM THE BOOKSTORE THAT YOU ARE Purchasing a Chalk and Wire RENEWAL License
Store Contact Information:
TBC #150- East Central
300 South Highland Street
Ada, OK 74820
Phone: 580-332-6347

RENEWING AN ACTIVE ACCOUNT

You can renew your account before it expires to prevent loss of access. Applying a renewal code to an active account will extend for the length of the renewal code, beyond the original expiry date.

Once you have obtained a renewal code, log in to your Chalk & Wire account. Click on your name at the top right corner of the screen and select the ‘Renew’ option.

1. Enter your renewal code.
2. Click the ‘Renew Account’ button. Your account access will be extended for the length of the renewal code, beyond the original expiry date.
RENEWING AN EXPIRED ACCOUNT

Step 1: You will see the same page but at the top it will say that your account as expired.
Step 2: Enter your login information again, along with the renewal code.
Step 3: Click the “RENEW” button

![Login Page](image)

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:

**Mac Users:**
- Double click on the .zip file to unzip it.

**Windows Users:**
- Right click on the .zip file. Select 'Extract All'. Click 'Extract'.

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.