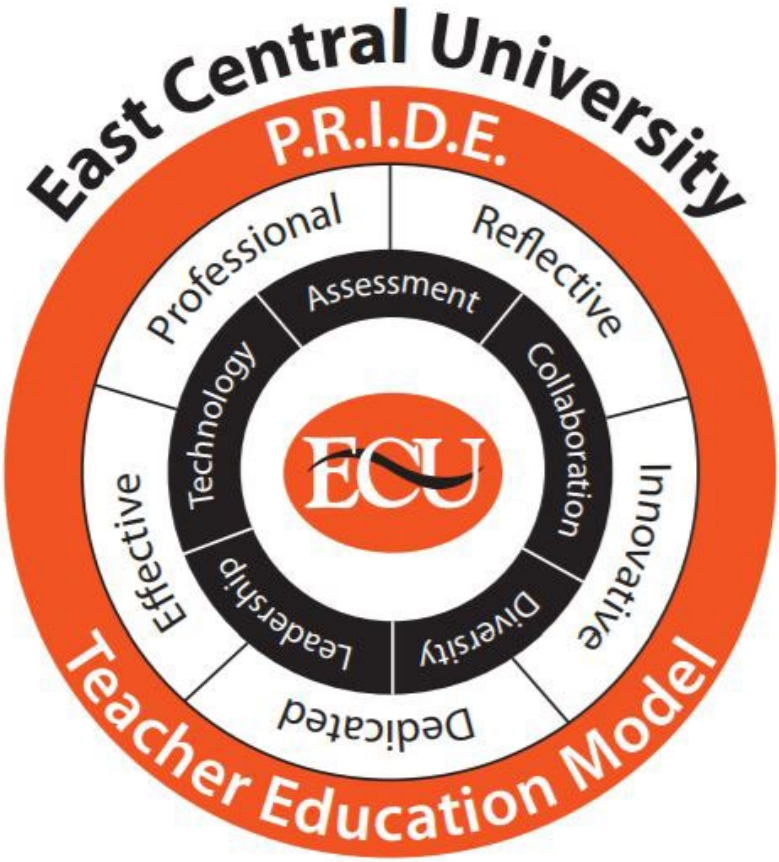
East Central University

College of Education and Psychology

Education Department

Teacher Education Handbook

2024-2025


East Central University
P.R.I.D.E.
Professional
Reflective
Innovative
Dedicated
Effective
Assessment
Collaboration
Diversity
Leadership
Technology
ECU
Teacher Education Model

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

Contents

CHAPTER 1: Introduction to the Teacher Education Program 5
- Welcome 5
- Purpose of the Handbook 5
- Mission Statements 5
- Program Director Contact Information 6
- Unit Beliefs 6
- Philosophy 7
- Conceptual Framework 7
- Council for the Accreditation of Educator Preparation (CAEP) Standards 9
- Code of Ethics of the Education Profession 10
- Initial Teacher Certification Programs 11
- Teacher Certification Programs of Study 12
- Interstate Teacher Assessment and Support Consortium (InTASC) 12
- Administration in Absence of Policy 13
- Definitions 13

CHAPTER 2: Teacher Education General Information 15
- Professional Education Sequence 15
- Undergraduate Student Admission Process 15
- Transfer Student Admission Process 16
- Field Experience and Student Teaching 17
- Requirements for Retention and Graduation in Teacher Education 17
- Proficiencies, Dispositions, and Professional Practice 17
- Suspension, Dismissal, and Appeals 18
- ECU Education Mentoring Plan 20

Teacher Education Committee (TEC) 21
Professional Education Committee (PEC) 21
Teacher Certification 21
Pathways to Teacher Education Certification in Oklahoma 22
CHAPTER 3: Professional Blocks & Field Experience 24
General Placement Policy 24
Coordinator of Field Experiences 25
Field Experiences I, II, and III General Requirements 25
Professional Block I 26
Professional Block II 27
Professional Block III 27
Application Requirements for Field Experiences 28
Standards of Professionalism During Field Experiences 29
Evaluation of Field Experiences 29
CHAPTER 4: Student Teaching 32
Overview of Student Teaching 32
Placement 34
Student Teaching Experience 35
Student Teaching Clinical Educators and Support 38
Evaluation 41
Professional Expectations and Accountability 43
CHAPTER 5: Portfolio 45
Portfolio Policy 45
Portfolio Contents 45
Prescribed Artifacts and Evaluation Timeline 46
Professional Education Block Activities 47
Checklist and Rubrics for Evaluation of Standards 49
InTASC Standard Portfolio Rationale Expectations 53
InTASC Standard Portfolio Rubric 54
Setting Up the Blackboard Portfolio 60
Appendix 62

CHAPTER 1: Introduction to the Teacher Education Program

Welcome

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

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

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

Purpose of the Handbook

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

Mission Statements

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

University

We Educate and Empower Students to Understand and Transform Our World.

College of Education and Psychology

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

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Unit Beliefs

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

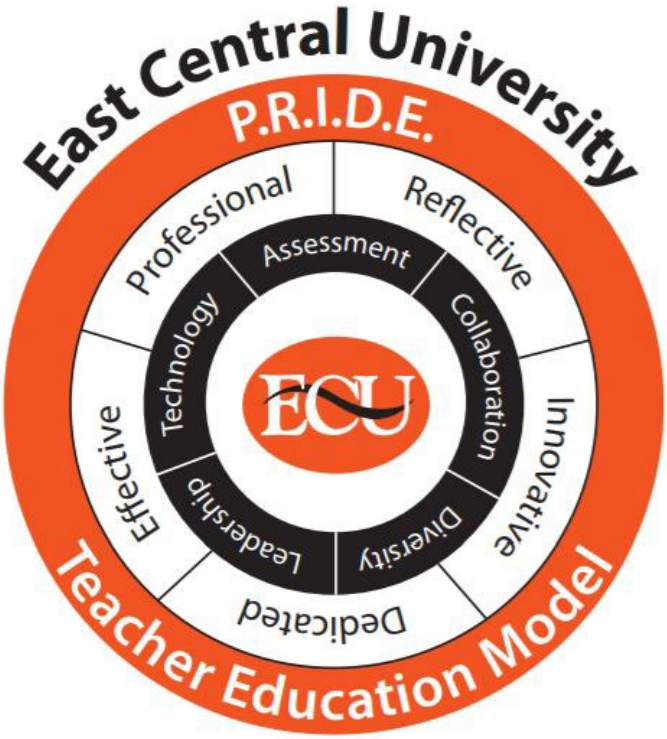
- provide a fundamentally sound, research-based approach to teaching that directly and positively affects student learning;
- create a safe and secure learning environment where all students can learn;
- develop the potential of every student to gain an appreciation of learning;
- help every student acquire the basic skills and repertoire of thinking strategies for constructing and evaluating knowledge; and
- foster and enhance every student's self-esteem.

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

Philosophy

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

Conceptual Framework



[Figure 1]

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

in a rapidly changing and culturally diverse society", as well as the philosophy of the Department of Education: "The faculty believe that teacher education graduates must reflect the highest ideals of the teaching profession. They must possess knowledge in the traditional areas of scholarly endeavors, as well as knowledge of effective pedagogy." The unit adopted the unifying phrase "Professional, Reflective, Innovative, Dedicated, and Effective Teacher Education Model", or its acronym PRIDE, to represent the model.

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

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

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

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

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

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

Council for the Accreditation of Educator Preparation (CAEP) Standards

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

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

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

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

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

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

Code of Ethics of the Education Profession

Teacher Preparation programs at ECU have adopted the Code of Ethics of the education profession as adopted by the 1975 NEA representative assembly. At ECU students are introduced to the Code of Ethics during EDUC 2012, Diversity in American Education, principles are followed throughout the program, and student teachers complete an assessment, which measures the Code of Ethics. The Code of Ethics can be found at: http://www.nea.org/home/30442.htm as well as below.

Preamble

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

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

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

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

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

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

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

- Shall not unreasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student's access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student's progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.
- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
- Exclude any student from participation in any program
- Deny benefits to any student

- Grant any advantage to any student
- Shall not use professional relationships with students for private advantage.
- Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

***Principle II**: **Commitment to the Profession-** (as measured by InTASC Standards 9 and 10)*
The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

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

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

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

Initial Teacher Certification Programs

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

CERTIFICATE AREA	GRADE LEVEL	CERTIFICATION TESTS REQUIRED
Art	PK-12	OSAT (02), PPAT
Early Childhood	PK-3	OSAT (105), PPAT
Elementary	1-8	OSAT (two subtests), PPAT Subtest 1: Reading/Language Arts (150) Subtest 2: Math/Sci/SS/Health & Fitness/Fine Arts (151)
English	6-12	OSAT (107), PPAT
History/Social Studies		
US History/OK History Government/Economics	6-12	OSAT (17), PPAT
World History/ Geography	6-12	OSAT (18), PPAT
Mathematics		

Intermediate Mathematics	6-12	OSAT (125), PPAT
Advanced Mathematics	6-12	OSAT (111), PPAT
Music		
Instrumental/General Music	PK-12	OSAT (01), PPAT
Vocal/General Music	PK-12	OSAT (203), PPAT
Science		
Biological Science	6-12	OSAT (10), PPAT
Chemistry	6-12	OSAT (04), PPAT
Physical Science	6-12	OSAT (13), PPAT
Earth Science	6-12	OSAT (08), PPAT
Physics	6-12	OSAT (14), PPAT

Teacher Certification Programs of Study

East Central University's Department of Education offers professional preparation leading to teacher certification. The following links provide both the suggested 4-year degree plan as well as the degree checklist for each program for the current year as well as previous years: https://www.ecok.edu/academics/catalog The Catalog Year will match the year a student enters the university as long as he or she attends school consecutively.

Interstate Teacher Assessment and Support Consortium (InTASC)

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

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

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

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

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

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

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

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

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

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

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

Administration in Absence of Policy

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

Definitions

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

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

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

Mentor Teacher: A mentor teacher is sometimes used to refer to a cooperating teacher who hosts a Block I, II, or III candidate in his or her classroom.

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

PPAT: The Praxis Performance Assessment for Teachers (PPAT) is the second and final certification exam required for certification as a teacher in Oklahoma.

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

Tiger PRIDE Notes

I am struggling to decide what grade level or content area I want to teach. Who can I talk to about my decision to become a teacher? Being a teacher is one of the most profound and life-changing careers a person can have. However, the decision to follow your heart is not always an easy decision. When deciding what grade level, content area, or location you are wanting to teach, discuss your options with any (and maybe all) of the following individuals: friends/colleagues, parents/guardians, extended family, former teachers, current instructors, mentor/cooperating teachers, advisees, and your program director.

If I am having issues with an instructor, advisor, or mentor/cooperating teacher, with whom can I discuss this issue? If you have an issue, discuss it with the following people in this order:
The **instructor, advisor, Coordinator of Field Experiences** (if an issue in field experience)**, or mentor/cooperating teacher** that there is an issue with and try to determine a solution.
Email or meet with your **advisor** to discuss the issue.
Email or meet with your **program director** to discuss the issue.
Once all of the attempts have been made and there is still no change, you may set a meeting with the **Department Chair**.
If suggestions from the program director and/or department chair do not work, schedule a meeting with the **Dean of Education and Psychology**.
Note: Complaining about the issue to friends, classmates, other instructors, or friends on social media or face-to-face is not part of the chain of communication for effectively resolving issues and could result in an Anecdotal Note or Disposition Concern.

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

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

CHAPTER 2: Teacher Education General Information

Professional Education Sequence

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

OPEN – Taken after General Psychology (normally completed before acceptance into Teacher Education)
PSYCH 3463 Child and Adolescent Psychology (prerequisite for EDPSY 3513)
EDUC 2402 Survey of Exceptional Child

BLOCK I– Sophomore Year (4 Hours)
EDUC 2012 Diversity in American Education
EDUC 2631 Foundations of Education Technology
EDUC 2211 Field Experience 1

BLOCK II – Junior Year (4 Hours)
EDPSY 3513 Educational Psychology
EDUC 3001 Field Experience II

BLOCK III – First Semester Senior Year (5 Hours)
EDUC 4042 Strategies for Effective Teaching in Elementary and Early Childhood Education
Or
EDUC 4052 Effective Teaching in Secondary Education (For all secondary education teacher certification majors)
EDUC 4632 Educational Technology Integration Strategies
EDUC 4611 Field Experience III

BLOCK IV – Last Semester Senior Year (12 Hours)
EDUC 4262 Student Teaching Seminar I- focus PPAT
EDUC 4282 Student Teaching Seminar II- focus Classroom Management
EDUC 4954 Supervised Student Teaching Elementary Schools*
EDUC 4964 Supervised Student Teaching Grades PK-12*
EDUC 4974 Supervised Student Teaching Secondary Schools*
*Depends on a student's program of study. Students are required to enrolled in the appropriate section twice.

Undergraduate Student Admission Process

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

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

- Submit a completed "Admission for Teacher Education Application" form. Applications can be obtained from the Department of Education.
- Have completed at least 44 credit hours with a 2.5 GPA or higher.

- Achieve a "C" or above in ENG 1113 Freshman Composition I, ENG 1213 Freshman Composition II or HNRS 2313 Enduring Questions: Perspectives from Rhetoric and Research (Honors Students Only), and COMM 1113 Fundamentals of Human Communication. The student can be currently enrolled in these courses but may not progress to professional block II without achieving a "C" or better upon completion of each course.
- Receive a satisfactory recommendation from an education faculty review committee. This review committee will conduct an interview and review a student's disposition record when considering an applicant.
- Provide documentation of experiences working with children/youth. (completion of EDUC 2211 Field I or concurrent enrollment will satisfy this state requirement) as required by the state.
- Provide a background check showing they have not been convicted of a felony, any crime involving moral turpitude or a felony violation of the narcotic laws of the United States or the State of Oklahoma within the preceding ten-year period.
- Meet one of the requirements as outlined by OSRHE 3.21.3 in the OSRHE Academic Affairs Policy and Procedures manual.

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

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

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

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

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

Transfer Student Admission Process

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

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

Field Experience and Student Teaching

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

Requirements for Retention and Graduation in Teacher Education

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

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

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

Proficiencies, Dispositions, and Professional Practice

Candidates preparing for a career as a professional educator must develop and demonstrate the professional dispositions appropriate of a professional educator. ECU's College of Education and Psychology has identified dispositions, which align to the Student Teacher CPAST evaluation, which are assessed throughout a teacher candidate's time in the program. These dispositions are as follows:

- Participates in Professional Development (PD)

- Demonstrates Effective Communication
- Demonstrates Punctuality
- Meets Deadlines and Obligations
- Preparation

Teacher candidates are expected to have the required proficiencies and to demonstrate the dispositions and professional practice appropriate for the field of teacher education. During Block I, students learn about the disposition evaluation process and rubric (see Item N in the Appendix).

Disposition Rubric and Evaluation
The Dispositions Evaluation is completed five times during a candidate's time at ECU. The student and Block I instructor complete a Disposition Evaluation during Block I and then the student teacher, cooperating teacher, and university supervisor complete the form in consensus twice during a candidate's student teaching semester. The form used for during Block I can be found here: https://forms.office.com/r/TT5Z4gNwfL During student teaching the evaluation is embedded in the CPAST.

This assessment is completed during the EDUC 2012 and during the Student Teaching semester by cooperating teachers, student teacher, and university supervisor during the Consensus Meetings. Assessment was modified during Fall 2021 to align with the updated Student Teacher Evaluation, CPAST.

Disposition Concern
If at any time during a candidate's program, a candidate exhibits behaviors and dispositions undesirable of a future educator, then a Dispositional Concern may be filled out and turned into the Chair of the Department of Education. This assessment is completed at any time during a student's enrollment at ECU by anyone who has a concern about a student majoring in Education. The assessment was modified Summer 2021 to align with the CPAST evaluation tool.

Link to Complete Assessment
https://forms.office.com/r/51gjmhZ9T1

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

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

Suspension, Dismissal, and Appeals

Suspension from the Teacher Education Program
A candidate shall be suspended when the Education Chair maintains a reasonable belief that grounds exist for a suspension from the Teacher Education Program. The Education Chair shall notify the candidate of the suspension in writing, and said suspension shall not extend beyond ten (10) business days. On or

before day 10 of the suspension, the Education Chair shall in writing either reinstate the candidate to the Teacher Education Program or recommend a review by the Professional Education Council (PEC).

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

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

Dismissal from the Teacher Education Program

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

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

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

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

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

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

Appeals

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

1. The applicant or candidate initiates the appeal process by providing written notice to the Dean of the College of Education and Psychology. If appealing a denied admittance to the Teacher Education program, the written notice shall be submitted within ten (10) business days following the Education Chair's notification to the applicant about denied admittance to the Teacher Education Program. If appealing a dismissal from the Teacher Education Program, the written

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

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

ECU Education Mentoring Plan

If it is determined that a teacher candidate in need of a mentoring plan, the following process will be followed:

1. If the Coordinator of Field Experiences reviews evaluations and disposition documents, and dispositional concerns are identified in any of the following ways, the mentoring plan will be implemented.
    a. The Coordinator of Field Experiences receives a report about a candidate during the semester that violates ECU teacher dispositions as indicated on the evaluation form.
    b. The candidate receives two or more negative indicators in one domain from different sources.
    c. The candidate is involved in a severe incident which warrants immediate review.
2. The Coordinator of Field Experiences will review each candidate's evaluations at the end of the semester. The director will pull the files of those candidates who have negative disposition indicators. The files pulled will go to the Teacher Candidate Mentoring Committee for review. (The Committee will be established by the Coordinator of Field Experiences). 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 candidate. At this point it could involve simply a letter stating that a disposition has been found to be problematic and that the candidate 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 candidate problem, the steps to take to solve the problem, and the candidate and committee signatures. The candidate will be required to take the Plan of Improvement to his/her advisor ***and*** the director of the program. Additionally, the Coordinator of Field Experiences will keep a copy for the candidate's file.
4. If additional assessment data indicates that the problem still exists and/or steps to improve have not been taken, the candidate 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 candidate is to be removed from the program or if the student can go through step 3 for a second and final time.

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

Teacher Education Committee (TEC)

Membership: Dean – College of Education and Psychology (Committee Chair), Chair of the Education Department, Dean of Graduate Studies, Graduate Coordinator, Assessment Coordinator, Coordinator of Field Experiences, one faculty member representing each teacher certification program: Art, Early Childhood, Elementary, English Languages, Mathematics, Music - Instrumental, Music – Vocal, Science – Biology, Science – Chemistry, Science - Physics, Social Studies, representatives of all Master of Education and graduate certificate programs, two practicing professional educators (to serve one year each), University faculty - at large, and student representative.

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

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

Professional Education Committee (PEC)

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

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

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

Teacher Certification

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

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

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

- Candidates must have successfully passed both state certification exams - NO EXCEPTIONS. Candidates must have passed the Oklahoma Subject Area Test (OSAT) for the area of their certification program and the Praxis Performance Assessment for Teachers (PPAT) before the OSDE will issue a Teaching Certificate. The satisfactory completion of both tests is a state requirement, not an ECU program requirement.
    - **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 (Office of Educational Quality and Accountability) is dedicated to including performance components in all subject area tests. Generally the OSAT is taken during Block III and prior to student teaching.
    - **Praxis Performance Assessment for Teachers (PPAT)-** The PPAT is designed to assess the professional knowledge and skills associated with the being an entry-level educator in Oklahoma. PPAT is broken up into four tasks that are completed during Block III and Student Teaching.
    - The OSAT tests may be taken at any Pearson VUE testing center. Candidates can visit: http://www.pearsonvue.com/ceoe/ to locate a convenient testing center and to schedule a test.
- Candidates must complete an official transcript request through Etrieve and list the Oklahoma State Department of Education (OSDE) as a recipient, or the candidate can request a hard copy of their official transcript and submit it to the OSDE.
- Candidates must complete a certification background check at the Oklahoma State of Department (this is different than the field experiences and student teaching background check).

Pathways to Teacher Education Certification in Oklahoma

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

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

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

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

Tiger PRIDE Notes

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

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

CHAPTER 3: Professional Blocks & Field Experience

General Placement Policy

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

ECU maintains a commitment to diversity in its field placements; therefore, students may only repeat one school district once during their Blocks I-IV placements. This means that students will ultimately chose at least three different school districts within which to complete their field experience/student teaching hours. Criteria considered in this commitment include school population, student population ethnicity, socioeconomic status, classroom or 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.

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

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

Teacher candidates must follow certain policies and procedures adopted due to state requirements, which must be met for certification. Some of these requirements are the number of hours a candidate must be in the field prior to the Student Teaching semester and the completion of a background check before entering a school. In addition to an understanding of policies, procedures, and requirements, the candidate will have a good understanding of teacher candidate roles and responsibilities as development of teaching skills progress through Field Experiences I, II, and III and finally, through student teaching.

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

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

Coordinator of Field Experiences

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

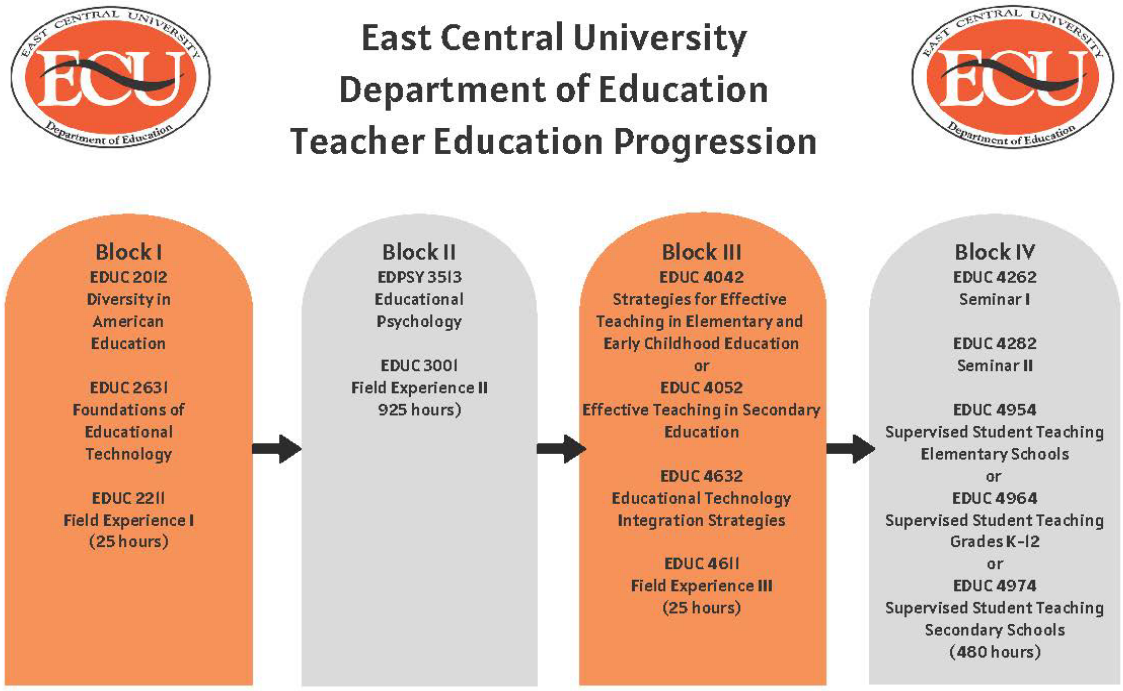
Field Experiences I, II, and III General Requirements

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

- Understanding the various requirements and components of the Teacher Education Program;
- Understanding the operation and components of today's educational system in America;
- Understanding biases and how they affect teaching;
- Understanding social justice;
- Understanding the collaborative process within schools;
- Understanding the roles and responsibilities of teachers;
- Understanding assessment and data-driven decision making;
- Understanding the Oklahoma Academic Standards;
- Understanding the principles of learning and classroom management;
- Understanding various levels of human growth and development as they apply to the learning processes;

- Understanding learning objectives and effective teaching models;
- Identifying elements of an effective lecture, demonstration, and/or discussion;
- Identifying the steps necessary for facilitation of inquiry and critical thinking on the part of the student;
- Understanding appropriate teaching styles for various situations;
- Understanding various motivational techniques, technological techniques and questioning techniques in lesson planning and delivery;
- Identifying environmental variables which affect classroom management;
- Understanding successful strategies for working with children from diverse populations.

Below is an infographic representing the Professional Education Block progression.



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

Professional Block I

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

EDUC 2012- Diversity in American Education
Course Description: A historical, philosophical, and organizational foundation of American education and global education. Elements of professionalism and the teaching profession.

EDUC 2631- Foundations of Educational Technology
Course Description: This course is designed to prepare pre-service teachers with hands-on opportunities

to use productivity tools in their future classroom. There will be a focus on introducing a variety of educational application of technology.

EDUC 2211- Field Experience I
Course Description: A 25 clock hour laboratory experience in which potential teacher candidates observe in elementary, middle/junior high, and high schools to acquire a more mature perspective of the stages of development of students and the roles of teachers and other professionals.
A candidate cannot be enrolled in Block II or Block III courses while enrolled in Block I.

Professional Block II

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

EDPSY 3513- Educational Psychology
Course Description: Application of psychological theories to classroom teaching. Primary course topics include educational research and the scientific approach to teaching; education measurement and evaluation; and theories of development, learning and motivation as they apply to classroom instruction, management, and discipline.

EDUC 3001- Field Experience II
Course Description: Twenty-five hours of public school classroom and teacher laboratory experiences related to teacher preparation in general and specifically to those topics covered in EDPSY 3513 Education Psychology and EDUC 4632 Educational Technology.
A candidate cannot be enrolled in Block I or Block III courses while enrolled in Block II.

Professional Block III

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

EDUC 4042- Strategies for Effective Teaching in Elementary and Early Childhood Education
Course Description: Teacher candidates develop lesson plans, instructional objectives, and evaluation techniques to meet the learning needs of diverse classroom populations.

EDUC 4052- Effective Teaching in Secondary Education
Course Description: Secondary teacher candidates develop lesson plans, instructional objectives, and evaluation techniques to meet the learning needs of diverse secondary classroom populations.

EDUC 4632- Educational Technology Integration Strategies
This course includes a blended style of instruction in which preservice teachers gain experience with using technology for learning, as well as integrating technology into classroom instruction. During this course students will be in the field or collaborating with instructional technology in their methods courses.

EDUC 4611- Field Experience III
Course Description: Twenty-five hours of public school classroom experience with the teacher candidate observing regular classroom events in general and specifically those related to topics covered in EDUC 4042 Strategies for Effective Teaching in Elementary and Early Childhood Education or EDUC 4052 Effective Teaching in Secondary Education.

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

Field Experiences provide guided practice in which candidates can begin developing desired teaching knowledge and skills. During a Field Experience, candidates are introduced reflective practice and an opportunity to practice their skills, dispositions, and knowledge. Teacher candidates are encouraged to develop their own ideas, apply them to an educational setting, and be reflective in their evaluation of lessons and classroom environment.

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

Application Requirements for Field Experiences

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

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

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

Background Clearance

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

Field Experience Placement Proposal

To monitor a teacher candidate's Field Placement proposals, a form as been created to assist students in verifying they are following all the expectations of Field Experiences. To locate this form, please see the Appendix.

To apply for a Field Experience placement, a candidate must complete a placement request through a link provided in their Field Experience Blackboard course. Once the application for field experience or student teaching has been submitted, the Coordinator of Field Experiences collaborates with Oklahoma public school administrators to arrange an appropriate classroom placement. During this time, candidates may **not** enter the classroom to fulfill any of their Field Experience Hours. The Coordinator of Field Experiences maintains a relationship with districts and schools and stays in touch with both candidates

and administrators on a regular basis before, during, and after the placement process. After the Coordinator of Field Experiences and administrator accept the student's placement, an email is confirmation email is sent to the student. The candidate will receive confirmation of the placement details including the school's name, address and phone number, principal name and email, mentor teacher name and email, grade assignment and start date. At this time candidates may begin fulfilling their Field Experience hours.

Standards of Professionalism During Field Experiences

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

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

Evaluation of Field Experiences

During Blocks I, II, and III mentor teachers will receive an email outlining the expectations of each Block Field Experience as well as a copy of the evaluation. Evaluations during Blocks I-III can be completed and mailed or emailed to the Coordinator of Field Experiences once all field experience hours have been completed and before the end of the semester.

During Block IV, Student Teaching, evaluations will be emailed at the beginning, midterm, and the end of the semester. The evaluation during Student Teaching, which combines an evaluation over a student teacher's disposition and his/her teaching skills, must be completed twice by cooperating teachers, student teachers, and university supervisors.

Field Experience I Evaluation

This assessment is completed during the Block I semester by mentor teachers at the conclusion of the

field experience hours. The assessment is provided to mentor teachers through email as well as to students through Blackboard and during EDUC 2012, Diversity in American Education. This assessment was created in Spring 2017 and modified in Spring 2020.

Link to Assessment
https://forms.office.com/r/3VuSUgVFHZ

It is expected that students will score at least a 2.0 on this evaluation. For evaluations in which a score of at least a 2.0 is not achieved, the cooperating teacher will be communicated with to determine if a Disposition Concern needs to be completed.

Field Experience II Evaluation
This assessment is completed during the Block II semester by mentor teachers at the conclusion of the field experience hours. The assessment is provided to mentor teachers through email as well as to students through Blackboard and during EDPSY 3513, Educational Psychology. This assessment was created in Spring 2017 and modified in how it is circulated in Spring 2020.

Link to Assessment
https://forms.office.com/r/SUuYUC0YDs

It is expected that students will score at least a 2.0 on this evaluation. For evaluations in which a score of at least a 2.0 is not achieved, the cooperating teacher will be communicated with to determine if a Disposition Concern needs to be completed.

Field Experience III Evaluation
This assessment is completed during the Block III semester by mentor teachers at the conclusion of the field experience hours. The assessment is provided to mentor teachers through email as well as to students through Blackboard and during EDUC 4042, Strategies of Effective Teaching. This assessment was created in Spring 2017 and modified in how it is circulated in Spring 2020.

Link to Assessment
https://forms.office.com/r/jsRE0qYRF0

It is expected that students will score at least a 2.0 on this evaluation. For evaluations in which a score of at least a 2.0 is not achieved, the cooperating teacher will be communicated with to determine if a Disposition Concern needs to be completed.

Issues During Field Experiences
If at any time, a mentor teacher becomes concerned with an ECU candidate in the field, please fill out a Dispositional Concern form https://forms.office.com/r/51gjmhZ9T1which will be brought to the attention of the Chair of the Department of Education or Coordinator of Field Experiences.

Liability Insurance

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

Tiger PRIDE Notes

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

When completing my Field Experience will I be evaluated? Yes. Your mentor teacher will receive an evaluation, which can be accessed in Blackboard. You must receive a 2.0 on the evaluation.

How many field placement proposals am I supposed to make in Blackboard
Block I: propose 2 placements (1 early childhood/elementary and 1 secondary)
Blocks II and III: propose 1 placement in the area of your program of study

CHAPTER 4: Student Teaching

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

Overview of Student Teaching

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

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

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

Course Enrollment Requirements During Student Teaching
Teacher candidates must enroll in the following professional courses during student teaching.

EDUC 4262 Student Teaching Seminar I
EDUC 4282 Student Teaching Seminar II

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

Elementary and Early Childhood Majors*:*
EDUC 4954 Supervised Student Teaching Elementary Schools
EDUC 4954 Supervised Student Teaching Elementary Schools

Art and Music:
EDUC 4964 Supervised Student Teaching Grades PK-12
EDUC 4964 Supervised Student Teaching Grades PK-12

English, History, Math, and Science Majors:
EDUC 4974 Supervised Student Teaching Secondary Schools
EDUC 4974 Supervised Student Teaching Secondary Schools

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

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

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

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

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

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

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

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

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

Placement

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

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

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

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

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

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

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

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

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

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

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

> **Early Childhood Education**: Early childhood education candidate placements are a full-day, multi-subject early childhood classrooms for the entire placement.
>
> **Elementary Education**: Elementary education candidate placements are a full-day, multi-subject elementary classroom for the entire placement.
>
> **PK-12 Education (Art & Music)**: PK12 education candidate placements are split equally between an elementary setting and a secondary setting. Placements are made within the same school district.
>
> **Secondary Education**: Secondary education candidate placements are a full-day teaching experience at the appropriate grade level and in the content area for which the candidate will be recommended for certification. Candidates may only be placed in the content area studied.

Student Teaching Experience

Student Teaching: Following Full Acceptance

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

Attendance

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

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

Substituting

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

To ensure a student teacher receives authentic, effective supervision by a cooperating teacher, substituting inside a student teacher's placement classroom should be limited to no more than three consecutive days and should occur only in emergency situations. This substituting limitation also includes when the school requires the cooperating teacher to substitute in another classroom.

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

Responsibilities and Expectations of the Student Teacher

A student teacher agrees to assume the responsibilities included below:

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

f. *Acknowledge the cooperating teacher as the authority within the classroom*. Student teachers should respect the differences between the roles of the student teacher and the cooperating teacher. The cooperating teacher is legally responsible for the welfare of the students. When a difference of opinion exists as to how something should be done, the student teacher should comply with the cooperating teacher's wishes, provided it complies with all policies and laws.
g. *Seeks advice and counsel of the professional team (cooperating teacher, university supervisor, and Coordinator of Field Experiences).*
h. *Use personal and school technology in a professional manner*. Do not make or accept personal calls or texts during the school day. Use school computers for professional business only.

5. While participating in student teaching, he/she should:
   a. *Arrange for daily and weekly conferences*. Set a daily time for private discussions and a weekly time for a more detailed evaluation and progress report with the cooperating teacher. Successful student teaching requires open communication and constructive feedback.
   b. *Apply only appropriate disciplinary methods, conflict resolution, and behavioral procedures*. These should have been approved by the school district and do not undermine the dignity or the basic human rights of individuals, A STUDENT TEACHER SHOULD NEVER ADMINISTER CORPORAL PUNISHMENT.
   c. *Assists with non-teaching duties that extends beyond the classroom*. Student teachers will assist with, or in some instances, assume any duties assigned to the cooperating teacher such as hall, playground, arrival, or dismissal duties. Student teachers should attend all appropriate faculty meetings and in-service workshops, and the cooperating teacher and principal will determine the appropriateness of a student teacher's participation in parent-teacher conferences.
   d. *Clear non-routine class activities or when experimenting with any new or novel approach in delivering instruction and dealing with student behavior***.** Any activities outside of the regular classroom routine, such as field trips, guest speakers, parties, should be pre-approved by both the cooperating teacher and the principal. New or novel approaches to delivering instruction or dealing with student behavior should be approved by the cooperating teacher.
   e. *Plan and organize academic lessons and other classroom activities***.** The cooperating teacher, university supervisor and/or cohort seminar facilitator may require the student teacher to submit lesson plans. Follow established guidelines of the cooperating teacher and school policies for developing lesson plans while student teaching. Diligent preparation and reflective evaluation are keys to improving teaching performance. Student teachers should analyze each lesson taught to determine how it might be improved and seek suggestions for improvement from the cooperating teacher;
   f. *Take on all aspects of teaching in the classroom for a minimum of 2 weeks***.** This includes planning, instruction, assessment, guidance, and classroom management.

6. Complete or engage in the following activities that supplement or support student teaching**:**
   a. *Understand that legal responsibility comes with student teaching*. Student teachers in Oklahoma are subject to the same legal processes in cases of negligence or malfeasance as are regular teachers. Student teachers are encouraged to acquire insurance offered through membership in a Student Education Association;
   b. *Attends student teaching seminars*. Days scheduled for seminar may be counted toward student teaching days and attendance is mandatory;
   c. *Complete the PPAT requirements*. A university-assigned educator will be assigned to every student teacher and will assist with the process.

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

Student Teaching Clinical Educators and Support

Cooperating Teacher

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

Qualifications of the Cooperating Teacher

The cooperating teacher:

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

Responsibilities of the Cooperating Teacher

A cooperating teacher agrees to assume the responsibilities included below:

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

should be alerted to other specific situations such as a child who might require closer attention because of a medical problem.

e. *Provide necessary teaching resources and a place for the student teacher candidate.* They should have copies of textbooks, curriculum guides, and other instructional support materials.
f. *Prepare the class for the arrival of the student teacher*. Explain to the students about the student teaching process and announce the arrival of the student teacher. Introduce the student teacher to the class and parents.

4. Plan with and supervise the student teacher.
    a. *Discuss expectations*. The cooperating teacher and the student teacher need to understand each other's expectations.
    b. *Arrange for daily and weekly conferences*. Set a daily time for private discussions and a weekly time for a more detailed evaluation and progress report with the student teacher. Successful student teaching requires open communication and constructive feedback.
    c. *Facilitate conferences between the student teacher candidate and the university supervisor*. The university supervisor will visit and/or observe the student teacher a minimum of four times with visits scheduled in advance. He or she might visit privately with either the cooperating teacher or the student teacher. Please arrange care for the class while the student teacher and the university supervisor confer and provide a place that affords some degree of privacy.
    d. *Permit student teacher to complete PPAT requirement***.** Oklahoma certification requirements includes that student teachers pass the PPAT to obtain licensure. Student teachers are required to complete a unit lesson plan and video per requirements of the PPAT associated with the candidate's ECU Seminar coursework. This unit plan is one part of student teaching and may need to be taught outside the regularly scheduled curriculum.
    e. *Plan for the actual hours of teaching*. The student teacher's timeline will begin when their cooperating teacher either reports for pre-service training in the fall or reports for the spring semester. The student teacher should be allowed observation time to become acquainted with the cooperating teacher, the students, the daily schedule, and the building procedures before assuming teaching responsibilities. When observing, he or she may check roll, grade papers, or help individuals or small groups. Within a few days, he or she should present a lesson, and from this point the cooperating teacher will determine how much responsibility to add and at what rate. The cooperating teacher should discuss any uncertainty about the progression with the student teacher and the university supervisor. If progressing ~~is~~ normally, the student teacher should teach independently for 4 to 6 of the student teaching. A cooperating teacher may wish to start the actual student teaching and add responsibility when beginning new units of study, or at some other natural point of transition. Many teachers believe their students, as well as the student teacher, can best be served by co-teaching rather than turning the classroom over to the student teacher. Some cooperating teachers gradually resume their teaching as the end of the student teaching approaches.
    f. *Review classroom management and discipline*. Explain classroom management practices and student discipline expectations. Student teachers are NOT to use corporal punishment.
    g. *Include the student teacher in instructional planning*. Inform the student teacher about the objectives of a unit of study. Then, discuss various instructional approaches to achieve these objectives followed by uses of assessments and data to evaluate the objectives. The student teacher and cooperating teacher will co-construct lesson plans.

h. *Support the student teacher in extraordinary situations*. The cooperating teacher will shelter the student teacher from extreme disciplinary problems that arise and in cases involving agitated parents.
i. *Limit substituting to three days or less*. Candidates can substitute in emergency situations, but it should not occur more than three days, thus interfering with the continuity of the student teaching experience.
j. *Understand the CPAST evaluation process and modifies the evaluation process when needed.* These evaluations should be discussed with the student teacher and the university supervisor. Be objective in both the evaluation and the conference in order to develop the student teacher. This evaluation aligns with InTASC Model Core Teaching Standards. Additionally, the cooperating teacher along with the university supervisor may modify the evaluation process, when needed, to ensure that all clinical educators co-construct the student teaching experience.
k. *Maintain a record of absences***.** Student teachers are required to record attendance on a monthly timesheet, which is required to be signed by both them and the cooperating teacher. Four or more absences may result in a student teacher repeating or extending student teaching. Tardies and early departures may constitute an absence. The cooperating teacher shall notify the Coordinator of Field Experiences if a student teacher has reached the four absences mark. Students attend seminar meetings on the campus of East Central University. These mandatory meetings do not count as absences in student teaching.
l. *Notify the university supervisor of significant changes*. Occasions may arise when it is necessary to recommend further experiences or professional guidance to help a student teacher. The cooperating teacher should submit a dispositional concern in these instances. Should the behavior warrant immediate action, the cooperating teacher should promptly contact the university supervisor or Education Chair.

University Supervisor

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

Qualification of the University Supervisor

The university supervisor shall:

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

Responsibilities of the University Supervisor

A university supervisor agrees to assume the responsibilities included below:

1. *Be familiar with Chapter 4: Student Teaching of the ECU Teacher Education Handbook*
2. *Serve as the communication link between the student teacher, the university, and the public school*.
3. Complete the following during the first two weeks of student teaching:
    a. *Complete required CPAST training*. University supervisors must train annually on CPAST prior to conducting student teacher evaluations. Individuals must complete the initial CPAST training when serving as a university supervisor for the first time. After completing the initial CPAST training, individuals may complete the refresher CPAST training in subsequent years

b. *Meet with the student teacher and cooperating teacher***.** The university supervisor sets an initial, in-person or videoconference meeting to schedule future meetings and observations, review CPAST expectations, and get acquainted with one another. In-person meetings should occur at the student teacher's placement school.

4. *Visit, observe, and conference with the student teacher***.** Observe each student teacher a minimum of four times and meet twice to discuss the student teacher's evaluation. The first two observations should occur prior to midterm, and the final two observations should occur after midterm but prior to student teaching ending. The first meeting to discuss the student teacher's evaluation should occur after the second observation, and the second meeting should occur after the fourth observation. Each observation should extend through one class period. One or more observations can be unannounced to the teacher candidate. The university supervisor should arrange with the cooperating teacher as to the time and date of unannounced observations.
5. *Serve in a supportive role for the student teacher***.** A supervisor should provide positive reinforcement and assistance in a constructive manner.
6. *Enhance the student teacher's expertise in instruction and classroom management***.** Assist the student teacher in instruction and classroom management as needed.
7. *Discuss/strengthen dispositions that contribute to a student teacher's success***.** Assist student teacher in strengthening dispositions as identified in CPAST.
8. *Review and note student teacher attendance***.** Student teachers are required to record attendance daily. University supervisors should monitor attendance data during site visits.
9. *Inform the Coordinator of Field Experiences and Education Department Chair about any significant problems***.** Report any significant problems arising during student teaching. In extreme emergencies, such as clear and imminent danger to students' health and safety, immediately notify the Coordinator of Field Experiences or Education Chair.
10. *Work with the Education Department Chair on a student teacher's plan of improvement if needed*. If a student teacher's performance falls below acceptable standards and is placed on a plan of improvement, the university supervisor will work with the Education Chair on implementing and monitoring it.

Evaluation

Praxis Performance Assessment for Teachers (PPAT)

The Praxis Performance Assessment for Teachers is a summative, subject-specific portfolio-based assessment of teaching performance completed during Block III and student teaching. PPAT is designed to assess a teaching candidates' readiness for certification and is a part of Oklahoma's teacher certification process.

The PPAT process is built around three-to-five continuous days of standards-based, subject-specific classroom instruction delivered by a student teacher. PPAT is a multiple-measure assessment of teaching - built and submitted by the student teacher - that addresses planning, instruction, assessment, and analyzing the candidate's 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. The PPAT process also requires student teachers to submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of students.

A student teacher's evidence is evaluated and scored within the following four tasks:

> *TASK 1: Knowledge of Students and the Learning Environment***:** In this task, student teachers will demonstrate the knowledge and skills that pertain to their understanding of the classroom

regarding students, the school, and the community, and they will identify the implications of these factors on instruction and student learning.
TASK 2: Assessment and Data Collection to Measure and Inform Student Learning: In this task, student teachers will demonstrate understanding, analysis, and application of assessment and data collection to measure and inform student learning.
*TASK 3: Designing Instruction for Student Learning***:** In this task, student teachers will demonstrate their ability to develop instruction, including the use of technology, to facilitate student learning.
*TASK 4: Implementing and Analyzing Instruction to Promote Student Learning***:** In this task, student teachers will demonstrate their ability to plan and implement a lesson using standards-based instruction. They will also show how they are able to adjust instruction for the whole class as well as for individual students within the class. Finally, they will demonstrate an understanding of reflective practice.

PPAT Support
Student teachers receive support when completing the PPAT. The Seminar professor, a teaching professional, provides comprehensive advisement and support during student teaching. Seminar professors lead monthly face-to-face meetings dealing with common issues of interest, importance, and classroom management as well as monitoring progress, including topics related to PPAT work samples.

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

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

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

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

The initial meeting, held either in-person or videoconference and within the first two weeks of student teaching, serves as the foundation. During this session, the university supervisor, cooperating teacher, and student teacher meet to schedule future meetings and observations, review CPAST expectations, and get acquainted with one another. In-person meetings should occur at the student teacher's placement school.

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

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

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

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

Professional Expectations and Accountability

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

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

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

Tiger PRIDE Notes

How many observations are completed during the student teaching semester and who completes the evaluations?
Observations: at least 4
Consensus Meetings (suggested after the second and fourth observation)
The cooperating teacher, university supervisor, and teacher candidate each have input into the Three-way Consensus document. However, the university supervisor is the only one who turns the consensus document into the Assessment Coordinator.

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

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

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

CHAPTER 5: Portfolio

Portfolio Policy

Beginning in the fall of 1997, candidates have been required to submit a comprehensive document that provides evidence of their knowledge in identified standard areas for initial teacher certification. Students enrolled in EDUC 2012, Diversity in American Education, begin their Teacher Education Program Portfolio through the use of Blackboard.

The purpose of the portfolio is to assess students' knowledge, skills, and dispositions throughout their Professional Education program. Data collected from the portfolio are used to support the education unit program (CAEP) and Specialty Professional Association (SPA) reports intended to inform, improve, and maintain accreditation of the teacher certification programs. All data remain 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 has 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 showcases 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 (April 2011) with rationales which demonstrate the mastery of each standard and its connection to the profession and artifact. While it is a collection of documents, the electronic portfolio provides tangible evidence of the wide range of knowledge, dispositions, and skills that candidates possess as developing professionals. A satisfactory completed portfolio, meaning every expectation has been met throughout the program, is a requirement for completion of the education program.

Portfolio Contents

The Undergraduate Professional Teacher Education portfolio will be organized into three sections with appropriate artifacts, which exemplify a teacher candidate's best work illustrating mastery of Oklahoma's adopted InTASC Model Core Teaching Standards. A rationale and artifact to each area are required for each submission to a student's portfolio. The required Table of Contents for the portfolio is as follows:

Section I: Block I
About Me
Resume
Professional Philosophy
Standard 9
Standard 10

Section II: Block II
Standard 1
Standard 2
Standard 3
Standard 6

Section III: Block III
Standard 4
Standard 7

Standard 8
Standard 5

Prescribed Artifacts and Evaluation Timeline

Standards & Tasks	Block	Course	Artifact
Standard 1: Learner Development	II	EDPSY 3513	Digital Presentation on Learner Development
Standard 2: Learning Differences	II	EDPSY 3513	Digital Presentation on Learner Differences
Standard 3: Learning Environments	II	EDPSY 3513	Big Idea Compendium
Standard 4: Content Knowledge	III	EDUC 4042	Lesson Plan*
Standard 5: Application of Content	III	EDUC 4632	Technology Integration Project
Standard 6: Assessment	III	EDUC 4042	Lesson Plan* with Multiple Assessments
Standard 7: Planning for Instruction	III	EDUC 4042	Unit *
Standard 8: Instructional Strategies	III	EDUC 4042	Unit Project*
Standard 9: Professional Learning and Ethical Practice	I	EDUC 2012	Self-Evaluation
Standard 10: Leadership and Collaboration	I	EDUC 2631	Website/Newsletter/Google Slides Presentation
PPAT Task 1	IV	EDUC 4262	Students and Learning Environment
PPAT Task 2	IV	EDUC 4262	Assessment and Data Collection
PPAT Task 3	IV	EDUC 4262	Designing Instruction
PPAT Task 4	IV	EDUC 4262	Implementing and Analyzing Instruction

*Artifacts for EDUC 4042 may be adapted from activities or assignments originally developed in methods or other previous coursework.

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 candidacy through a combination of the Student Teacher CPAST and the Praxis Performance Assessment for Teachers (PPAT®) assessed by the Educational Testing Service (ETS).

All candidates will be provided access to a "Teacher Education Handbook" in Block I. Candidate portfolios will be graded at the end of each professional education block according to the rubrics in the handbook. The designated courses responsible for fulfillment of the portfolio requirement in Block I is EDUC 2012, Diversity in American Education, and EDUC 2631, Foundations of Educational Technology. The designated course for Block II is EDPSY 3513, Educational Psychology. The designated courses for Block III are EDUC 4042, Strategies for Effective Teaching and EDUC 4632, Strategies for Implementing Educational Technology. The designated course for Block IV is EDUC 4262, Student Teaching Seminar I. Failure to satisfactorily complete any component of the portfolio may result in an "F" or an "Incomplete" in the course that requires the portfolio.

Professional Education Block Activities

Professional Education Block Activities

The Teacher Education Professional Education Block progression is based on Jerome Bruner's Spiral Curriculum theory. Key features of the spiral curriculum are: (1) The student revisits a topic, theme or subject several times throughout their program; (2) The complexity of the topic or theme increases with each revisit; and (3) New, more sophisticated learning occurs at each revisit as new learning is assimilated with the old information. Teacher candidates will have experiences throughout their program that introduce them to the learner and the learning environment; assessment and the teaching cycle; lesson planning, delivery and student impact in a classroom setting; and lesson planning, delivery, and student impact in a larger community context. The Interstate Teacher Assessment and support Consortium (InTASC) Standards are integrated throughout these professional blocks (*Education Partnerships, Inc. Web site: **http://www.educationpartnerships.org**).*

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

Teacher candidates complete assignments in their first field experience related to the learner and the environment. InTASC Standards 9 and 10; CAEP 1 and 3)

Teacher candidates complete the Contextual Factors Chart (PPAT) document, https://www.ets.org/s/ppa/pdf/ppat-task-1-contextual-factors-chart.pdf. Candidates learn to research information about school demographics [EDUC 2012].

Teacher candidates create and administer an Interest Inventory to students in one of their field placements based on knowledge gained by the Contextual Factors Chart [EDUC 2211 assessed; EDUC 2631 discussed].

Teacher candidates interview a mentor teacher from one of their placements about diversity, technology, professionalism, and instructional strategies [EDUC 2012].

Teacher candidates use the information about the community, classroom, and elements of their teaching philosophy to create an electronic newsletter that: a) introduces themselves, b) summarizes their philosophy, c) demonstrates knowledge of student interests, and d) demonstrates knowledge of the community [EDUC 2631].

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

Teacher candidates complete assignments in their second field experience to enhance their understanding of the roles and responsibilities of a teacher. (InTASC Standards 1, 2, 3, and 6; CAEP Standards 1, 2, and 3)

Teacher candidates complete the Instructional and Support Resources Chart (PPAT) document, https://www.ets.org/s/ppa/pdf/ppat-task-1-support-resources-chart.pdf. Candidates learn to identify services and resources available to students and teachers in a school. [EDPSY 3513].

Teacher candidates develop two lesson plans to be taught to whole class, small group, or individual [EDPSY 3513]

Teacher candidates participate in tutoring or small group lesson [EDPSY 3513]

Teacher candidates administer a pre/post-test to identify baseline data and assessment data [EDPSY 3513]

Teacher candidates use technology tools to create a graphic representation of the collected class data [EDPSY 3513]

Teacher candidates identify one or two students who need additional teaching based on the data [EDPSY 3513]

Teacher candidates reflect on teaching in video [EDPSY 3513]

Teacher candidates provide two peer reviews in additional to self-review of teaching.

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

Teacher candidates will complete assignments in their third field experience to utilize knowledge of the teaching cycle to make instructional decisions that positively impact all students. (InTASC Standards 5, 6, 7, and 8; CAEP 1, 2, and 3)

Teacher candidates develop a unit plan based on student data (student interest, demographics, pre-test) [EDUC 4042]
Teacher candidates teach lesson and video tape [EDUC 4282]
Teacher candidates pre-test and post-test students and provide graphic representation [EDUC 4282]
Teacher candidates reflect on teaching effectiveness and student learning [EDUC 4042]

Block IV/Field Experience IV: Focus is on lesson planning, delivery, and student impact.
Teacher candidates will use information about the school, community and students and their knowledge of content, pedagogy, and psychology (management) to design lessons and activities that result in growth for all students. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10; CAEP 1, 2, 3, and 4)

Teacher candidates complete all tasks necessary for successful completion of PPAT Tasks 1, 2, 3, and 4.
Teacher candidates are evaluated formally twice a semester by cooperating teacher(s) and university supervisor on disposition, knowledge, and skills.

Checklist and Rubrics for Evaluation of Standards

The following pages contain the checklists, evaluations, and templates used in Professional Education courses so that students and evaluators know the expectations of the e-portfolio.

East Central University Department of Education
Block I
Golden Ticket

Name _____ ID# _____
Major _____ Semester _____ Year _____

ITEM	COMPLETE	INCOMPLETE
Portfolio Created (EDUC 2631)		
About Me (EDUC 2012)		
Resume (EDUC 2012)		
Philosophy of Education (EDUC 2012)		
Standard 9 (EDUC 2012)		
Standard 10 (EDUC 2631)		

All assignments must be completed before advancing to Block II.

COMMENTS

_____ _____
INSTRUCTOR SIGNATURE DATE

_____ _____
STUDENT SIGNATURE DATE

East Central University Department of Education
Block II
Golden Ticket

Name _____ ID# _____

Major _____ Semester _____ Year _____

ITEM	COMPLETE	INCOMPLETE
Standard 1 (EDPSY 3513)		
Standard 2 (EDPSY 3513)		
Standard 3 (EDPSY 3513)		
Standard 6 (EDPSY 3513)		

All assignments must be completed to advance to Block III.

COMMENTS:

_____ _____
INSTRUCTOR SIGNATURE DATE

_____ _____
STUDENT SIGNATURE DATE

East Central University Department of Education
Block III
Golden Ticket

Name _____ ID # _____

Major _____ Semester _____ Year _____

ITEM	COMPLETE	INCOMPLETE
Standard 4 (EDUC 4202)		
Standard 5 (EDUC 4632)		
Standard 7 (EDUC 4202)		
Standard 8 (EDUC 4202)		

All assignments must be completed before moving on to Block IV.

COMMENTS:

_____ _____
INSTRUCTOR SIGNATURE DATE

_____ _____
STUDENT SIGNATURE DATE

East Central University Department of Education
Block IV
Golden Ticket

Name _____ ID # _____

Major _____ Semester _____ Year _____

ITEM	COMPLETE	INCOMPLETE
PPAT Task I (Blackboard)		
PPAT Task II (Blackboard and ETS*)		
PPAT Task III (Blackboard and ETS*)		
PPAT Task IV (Blackboard and ETS*)		

*ETS is assessed nationally for certification purposes.
All assignments must be completed.

COMMENTS:

_____ _____
INSTRUCTOR SIGNATURE DATE

_____ _____
STUDENT SIGNATURE DATE

InTASC Standard Portfolio Rationale Expectations

EAST CENTRAL UNIVERSITY
DEPARTMENT OF EDUCATION
Teacher Education Program Portfolio Rationale

Directions: This form should be completed in a **three-paragraph manner** and submitted with each artifact for each standard in the Teacher Education Program Portfolio. Please be sure each section is written in complete sentences and in paragraph form. When submitting your final rationale, please refrain from stating the sections and questions and instead make your submission appear like an essay that flows from one thought/topic to another. The rationale will be first uploaded in Blackboard as an assignment with the artifact and once the teacher candidate receives an 80% or greater on that submission, he/she will copy and paste the rationale into his/her Teacher Education Program Portfolio Rationale.

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1. **Standard Addressing and Description of Artifact**: The teacher candidate should 1) identify the standard number, 2) the exact wording of the standard, and then 3) restate the standard in his/her own words in one paragraph. The teacher candidate should identify and describe how the chosen artifact represents mastery of this standard. This information should be the first paragraph of your rationale.

2. **State the Purpose of the Standard**: The teacher candidate should explain the purpose of the standard. Address why the standard is important for teachers to understand and consider in their classrooms. By addressing the why behind the standard, the teacher candidate demonstrates an understanding about the meaning of the standard and can explain, in his/her own words, the purpose of this standard in education and his/her future classroom. This information should be the second paragraph of your rationale.

3. **Analysis of the Artifact in Relation to the Standard**: This information should be the third paragraph of your rationale. If an additional paragraph or two is needed to complete your thoughts that is sufficient as well. The teacher candidate should address how the artifact demonstrates his/her understanding of the standard in the following areas:

    a. Explain how the artifact reflects components of given standard.

    b. In what way has this artifact or understanding of the standard changed your knowledge?

    c. In what way has this artifact or understanding of the standard changed your skills?

    d. In what way has this artifact or understanding of the standard changed your dispositions?

InTASC Standard Portfolio Rubric

CEP- Undergraduate- Portfolio

Below you will find the expectations for your final submission for Portfolio- Standard __. This rubric is used to assess the portfolio submission and rationale. This is your Teacher Education Program Portfolio and anything submitted in this area should be done so to the level of a professional. Professionals write using formal/academic writing. This means your rationale should avoid using contractions (like don't, can't, etc.) and words like "get", "got", "stuff", and "just". Additionally, your writing should strive to begin each sentence in a paragraph with a different word (this will force you to use transitions and subordinate conjunctions- for a list of transitions and subordinate conjunctions, search the internet browser). Finally, your assignment should be written in complete sentences (subject + verb + complete thought) and paragraph form. It is expected that you will make an 80% or greater on this assignment. If you do not, it is expected that you will resubmit.

	Levels of Achievement			
Criteria	**Not Met**	**Needs Improvement**	**Met Expectations**	**Exceeds Expectations**
Reflection over Standard	**0 Points** The rationale does not demonstrate an understanding of the essential knowledge of what the standard is or a restatement of what the standard is may be missing from the assignment.	**1 Points** The rationale demonstrates that the teacher candidate was able to identify the standard; however, when stating the standard in his/her own words the teacher candidate's response is lacking or off topic.	**2 Points** The rationale demonstrates that the teacher candidate was able to identify the standard. In addition, the teacher candidate was able to provide a basic retelling about what the standard is in his/her own words.	**3 Points** The rationale demonstrates that the teacher candidate was able to identify the standard and retell the standard to a degree that demonstrates a thorough understanding of the standard.
Artifact Creation	**0 Points** The artifact received below a 69, which demonstrated an insufficient understanding of how the standard applies to the profession, when graded in the course.	**1 Points** The artifact received a grade between a 70 and 79, which demonstrated a lack in understanding how the standard applies to the profession, when graded in the course.	**2 Points** The artifact received a grade between a 80 and 89, which demonstrated an understanding of the standard in the profession, when graded in the course.	**3 Points** The artifact received a grade between a 90 and 100, which demonstrated a thorough understanding of the standard in the profession, when graded in the course.

	Levels of Achievement			
Criteria	**Not Met**	**Needs Improvement**	**Met Expectations**	**Exceeds Expectations**
Reflection over Artifact	**0 Points** The reflection over the artifact does not demonstrate a comprehensive explanation about when the artifact was created nor does it adequately describe what the artifact is.	**1 Points** The reflection over the artifact demonstrates that the teacher candidate is missing one or more of the following pieces of information: when, how, or what the artifact is.	**2 Points** The reflection over the artifact demonstrates that the teacher candidate can identify when, how, and what the artifact contains.	**3 Points** The reflection over the artifact demonstrates that the teacher candidate describes when, how, and what the artifact contains. The teacher candidate describes the artifact in a way that others can visualize the artifact without having seen it.
Identifying Purpose of the Standard	**0 Points** The rationale does not demonstrate an understanding about how the standard relates to the teacher candidate's future roles and responsibilities in the classroom. In addition, the rationale inadequately describes the standard.	**1 Points** The rationale demonstrates a basic understanding of what the standard is, but lacks the identification of the purpose of the standard on his/her future classroom.	**2 Points** The rationale demonstrates an understanding of what the standard is and can identify the purpose of the standard in relationship to his/her future classroom.	**3 Points** The rationale demonstrates a thorough understanding of what the standard is. The teacher candidate is also able to realistically identify the impact the standard has on his/her future classroom.

Criteria	Not Met	Needs Improvement	Met Expectations	Exceeds Expectations
Analyzing Relationship of Standard and Artifact to Profession	**0 Points** The rationale does not demonstrate an understanding about how the standard relates to the artifact, skills, knowledge, or dispositions. In addition, the rationale inadequately explains how the standard and artifact will impact the future teacher's students and classroom.	**1 Points** The rationale demonstrates an understanding that is lacking in identification of the relationship of the standard to the artifact, or how the standard and artifact has impacted a teacher candidate's skills, knowledge, or dispositions. In addition, the analysis may be lacking rich description that demonstrates a realistic understanding of how the standard and artifact will impact his/her future classroom.	**2 Points** The rationale demonstrates an understanding that through identification of the relationship of the standard to the artifact, and how the standard and artifact will impact a teacher candidate's skills, knowledge, or dispositions. In addition, the analysis provides a description that demonstrates a realistic understanding of how the standard and artifact will impact his/her future classroom.	**3 Points** The rationale demonstrates a thorough understanding through identification of the relationship of the standard to the artifact and how the standard and artifact has impacted a teacher candidate's skills, knowledge, or dispositions. In addition, the analysis is a rich description that demonstrates a realistic understanding of how the standard and artifact will impact his/her future classroom.

Criteria	Not Met	Needs Improvement	Met Expectations	Exceeds Expectations
Writing	**0 Points** The writing in the rationale does not utilize profession appropriate terms and language as demonstrated by the standards and substandards. Rationale contains more than 5 errors in spelling, punctuation and/or grammar.	**1 Points** The writing in the rationale may utilize profession appropriate terms and language as demonstrated by the standards and substandards. Rationale may contain up to 5 errors in spelling, punctuation and/or grammar.	**2 Points** The writing in the rationale utilizes profession appropriate terms and language as demonstrated by the standards and substandards. Rationale may contain up to 3 errors in spelling, punctuation and/or grammar.	**3 Points** The writing in the rationale utilizes profession appropriate terms and language as demonstrated by the standards and substandards. In addition, the writing utilizes a variety of sentence structures (simple, compound, complex, compound-complex) throughout. Rationale may contain up to 1 error in spelling, punctuation and/or grammar.

Portfolio Block Golden Ticket Rubric- Block I

	Levels of Achievement	
Criteria	**Not Met**	**Met**
About Me **Weight** **25.00%**	**0.00 %** The expectation of this standard is not met.	**100.00 %** The expectation of this standard is met.
Teaching Philosophy **Weight** **25.00%**	**0.00 %** The expectation of this standard is not met.	**100.00 %** The expectation of this standard is met.
Standard 9 **Weight** **25.00%**	**0.00 %** The expectation of this standard is not met.	**100.00 %** The expectation of this standard is met.
Standard 10 **Weight** **25.00%**	**0.00 %** The expectation of this standard is not met.	**100.00 %** The expectation of this standard is met.

Portfolio Block Golden Ticket Rubric- Block II

	Levels of Achievement	
Criteria	**Not Met**	**Met**
Standard 1- Learner Development **Weight** **25.00%**	**0.00 %** The expectation of this standard is not met.	**100.00 %** The expectation of this standard is met.
Standard 2- Learning Differences **Weight** **25.00%**	**0.00 %** The expectation of this standard is not met.	**100.00 %** The expectation of this standard is met.
Standard 3- Learning Environment **Weight** **25.00%**	**0.00 %** The expectation of this standard is not met.	**100.00 %** The expectation of this standard is met.
Standard 6- Assessment **Weight** **25.00%**	**0.00 %** The expectation of this standard is not met.	**100.00 %** The expectation of this standard is met.

Portfolio Block Golden Ticket Rubric- Block III

	Levels of Achievement	
Criteria	**Not Met**	**Met**
Standard 4 **Weight 25.00%**	**0.00 %** The expectation of this standard is not met.	**100.00 %** The expectation of this standard is met.
Standard 5 **Weight 25.00%**	**0.00 %** The expectation of this standard is not met.	**100.00 %** The expectation of this standard is met.
Standard 7 **Weight 25.00%**	**0.00 %** The expectation of this standard is not met.	**100.00 %** The expectation of this standard is met.
Standard 8 **Weight 25.00%**	**0.00 %** The expectation of this standard is not met.	**100.00 %** The expectation of this standard is met.

Setting Up the Blackboard Portfolio

Step 1: Login to Blackboard
Step 2: Click on "Portfolios" found under the "Tools" area
Note: EDUC 2631 will also have another option for setting up the portfolio.
Step 3: Click on "Create Portfolio"
Step 4: Label your Portfolio: "Your Last Name- Undergraduate Teacher Education Portfolio"
Step 5: Click on "Select Portfolio Template"
Step 6: Select "CEP- Undergraduate- Teacher Education Program Portfolio"
Customizing
Once the portfolio is created, students can customize their portfolio by clicking on the "Preview and Customize" option in the top right corner. Customization includes set up of portfolio and color.
Submitting Portfolio Assignments
When working in a Blackboard Portfolio, consider it as a work space. This means that anything that is in the portfolio workspace is not viewable by others until the owner of the workspace provides others with a snapshot of the workspace.

To submit assignments, most students will submit the assignment as a normal Blackboard assignment in his/her Blackboard course. Students will submit the artifact and the rationale at one time. The instructor will use the CEP- Undergraduate Teacher Education Portfolio Rubric to assess the assignment.

Students must make an 80% on this assignment, before they can upload the artifact and copy/paste the rationale in their portfolio. Students can continue to resubmit after changes are made until he/she makes an 80% or higher.

Once an 80% or higher is scores on the portfolio assignment, student upload the artifact and copy/paste the rationale in their portfolio. To submit the portfolio by Block at the end of each Professional Education Block, students will complete the portfolio requirements following the Golden Ticket guidelines. Once the portfolio section is complete, the student will go to the course where the Block Portfolio is to be submitted and "Select Portfolio" to submit a snapshot of their portfolio. If students go back and make changes, they will have to resubmit the portfolio in order for those changes to be viewable by the instructor.
Block I: EDUC 2012, Diversity in American Education
Block II: EDPSY 3513, Educational Psychology
Block III: EDUC 4212, Strategies of Effective Teaching
Block IV: EDUC 4262, Seminar I
Feedback for Portfolio Assignments
Feedback for portfolio assignments can be viewed through the Blackboard Grade Center. Other than the grade on the assignment, students will also see feedback on the assignment and/or through the rubric attached to the assignment.
Download a Portfolio
In order to view the portfolio after a student's time at ECU, he/she will want to download the portfolio as a PDF. To download the portfolio, go to the Portfolios homepage, then click on "More". Under "More", select "Download".

Tiger PRIDE Notes

What program will you use to create your Portfolio? The e-Portfolio is created using Blackboard. All ECU students have access to the Portfolios area of Blackboard.

When submitting a Portfolio assignment, what steps must I complete? First, students must complete the artifact. If the artifact is an InTASC Standard artifact, you will also have to complete a rationale. Once the artifact and/or rationale is complete, you submit the artifact and rationale to the instructor. Once you have received 80% or greater on the submission, then you can upload the artifact and/or rationale to the portfolio. Once all items for the Block are loaded and ready to be submitted, you submit the portfolio to the instructor by using the "Select Portfolio" option in a Blackboard assignment.

Does the Portfolio have to be completed? All components of the Blackboard Portfolio must be completed before a student can move on to the next Block of instruction.

Appendix

Item A Professional Education Block Courses
Item B PPAT & InTASC Standards Alignment
Item C Candidate Field Experience Plan Sheet
Item D Disposition Rubric, Evaluation, and Concern
Item E Mentor Teacher Information
Item F Field Experience I-III - Letter to Administrator
Item G Field Experience I Evaluation
Item H Field Experience II Evaluation
Item I Field Experience III Evaluation
Item J Student Plan of Improvement
Item K Undergraduate Disposition Rubric

Item A: Professional Education Block Courses

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

Teacher Education Courses (5 Hours)
PSYCH 3463 Child and Adolescent Psychology
EDUC 2402 Survey of Exceptional Child

BLOCK I - Sophomore Year (5 Hours)
EDUC 2012 Diversity in American Education
EDUC 2402 Survey of Exceptional Child (If not taken earlier)
EDUC 2631 Foundations of Education Technology
EDUC 2211 Field Experience 1

BLOCK II – Junior Year (6 Hours)
EDPSY 3513 Educational Psychology
EDUC 3001 Field Experience II

BLOCK III – First Semester Senior Year (4 Hours)
EDUC 4042 Strategies for Effective Teaching in Elementary and Early Childhood Education
Or
EDUC 4052 Effective Teaching in Secondary Education
EDUC 4632 Strategies for Integrating Educational Technology
EDUC 4611 Field Experience III

BLOCK IV – Last Semester Senior Year (12 Hours)
EDUC 4262 Student Teaching Seminar I
EDUC 4282 Student Teaching Seminar II
EDUC 4954 Supervised Student Teaching Elementary Schools*
EDUC 4964 Supervised Student Teaching Grades PK-12*
EDUC 4974 Supervised Student Teaching Secondary Schools*
*Depends on a student's program of study; enrolled in twice

Item B: PPAT and InTASC Alignment

InTASC STANDARD	BLOCK	PPAT® TASK ALIGNMENT	PERFORMANCE INDICATOR
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.	**II**	**2, 3, 4**	**Performance Indicator 1(a):** The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
		1, 3, 4	**Performance Indicator 1(b):** The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs, and that enables each learner to advance and accelerate his/her learning.
		1	**Performance Indicator 1(c):** The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
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.	**II**	**1, 3, 4**	**Performance Indicator 2(a):** PPAT® ® Candidate and Educator Handbook 6 The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
		2, 3, 4	**Performance Indicator 2(b**): The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
		1, 3, 4	**Performance Indicator 2(c):** The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
		1	**Performance Indicator 2(d):** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
			Performance Indicator 2(e): The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English-language learners and for evaluating and supporting their development of English proficiency.
		1, 2, 3	**Performance Indicator 2(f):** The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

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.	**II**	**1**	**Performance Indicator 3(a):** The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
			Performance Indicator 3(b): The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
		1	**Performance Indicator 3(c):** The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
		1, 4	**Performance Indicator 3(d):** The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
		3	**Performance Indicator 3(e):** PPAT® ® Candidate and Educator Handbook 7 The teacher uses a variety of methods to engage learners in evaluating the learning environment, and collaborates with learners to make appropriate adjustments.
		1, 4	**Performance Indicator 3(f):** The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
			Performance Indicator 3(g): The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
			Performance Indicator 3(h): The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
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.	**III**		**Performance Indicator 4(a):** The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
			Performance Indicator 4(b): The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
		4	**Performance Indicator 4(c):** The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
		1, 4	**Performance Indicator 4(d):** The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
		3	**Performance Indicator 4(e):** The teacher recognizes learner misconceptions in a discipline that interfere with

			learning, and creates experiences to build accurate conceptual understanding.
		3, 4	**Performance Indicator 4(f):** The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners
		1, 3	**Performance Indicator 4(g):** The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
		4	**Performance Indicator 4(h):** The teacher creates opportunities for students to learn, practice, and master academic language in the content.
			Performance Indicator 4(i): PPAT® ® Candidate and Educator Handbook 8 The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.
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.	**III**		**Performance Indicator 5(a):** The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
			Performance Indicator 5(b): The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
			Performance Indicator 5(c): The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
			Performance Indicator 5(d): The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
			Performance Indicator 5(e): The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
			Performance Indicator 5(f): The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
			Performance Indicator 5(g): The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
		4	**Performance Indicator 5(h):** The teacher develops and implements supports for learners' literacy development across content areas.

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.	**II**	**3, 4**	**Performance Indicator 6(a):** The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
		2, 4	**Performance Indicator 6(b):** The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
		2, 3, 4	**Performance Indicator 6(c):** The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
		2, 3	**Performance Indicator 6(d):** The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
			Performance Indicator 6(e): The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
			Performance Indicator 6(f): The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
		1, 2, 3, 4	**Performance Indicator 6(g):** The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
		2	**Performance Indicator 6(h):** The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language-learning needs.
			Performance Indicator 6(i): The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs,
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.	**III**	**1, 3, 4**	**Performance Indicator 7(a):** The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.
		1, 3, 4	**Performance Indicator 7(b):** The teacher plans how to achieve each student's learning goals by choosing appropriate strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
		3, 4	**Performance Indicator 7(c):** The teacher develops appropriate sequencing of learning experiences and provides multiple ways for learners to demonstrate knowledge and skills.
		1, 2, 3, 4	**Performance Indicator 7(d):** The teacher plans for instruction based on formative and summative assessment data, learners' prior knowledge, and learners' interests.
		1	**Performance Indicator 7(e):** The teacher plans collaboratively with professionals who each have

			specialized expertise (e.g., special educators, related service providers, language-learning specialists, librarians, and media specialists) to design and jointly deliver appropriate learning experiences that meet unique learning needs.
		3, 4	**Performance Indicator 7(f):** The teacher evaluates his or her plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and to enhance learning
Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding in and across content areas and to build skill at applying knowledge in meaningful ways.	**III**	**1, 3, 4**	**Performance Indicator 8(a):** The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and of groups of learners.
		2, 3, 4	**Performance Indicator 8(b):** The teacher continuously monitors student learning, engages learners in assessing their own progress, and adjusts instruction in response to students' learning needs.
		1	**Performance Indicator 8(c):** The teacher collaborates with learners to design and implement relevant learning experiences, to identify their strengths, and to access family and community resources to develop learners' areas of interest.
		4	**Performance Indicator 8(d):** The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners.
		2, 3, 4	**Performance Indicator 8(e):** The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
		4	**Performance Indicator 8(f):** The teacher engages all learners in developing higher-order questioning skills and metacognitive processes.
		2, 3, 4	**Performance Indicator 8(g):** The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
		4	**Performance Indicator 8(h):** The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
		4	**Performance Indicator 8(i**): The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning	**I**	**2, 3, 4**	**Performance Indicator 9(a):** The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
		1, 4	**Performance Indicator 9(b):** The teacher engages in meaningful and appropriate 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.			experiences aligned with his/her own needs and the needs of the learners, school, and system.
		1, 2, 3, 4	**Performance Indicator 9(c):** Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
		1, 4	**Performance Indicator 9(d):** The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
		1, 2	**Performance Indicator 9(e):** The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
		1	**Performance Indicator 9(f):** The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

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	**I**		**Performance Indicator 10(a):** The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
		1	**Performance Indicator 10(b):** The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
			Performance Indicator 10(c): The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
		1	**Performance Indicator 10(d):** The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
		1	**Performance Indicator 10(e):** Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.
			Performance Indicator 10(f): The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
			Performance Indicator 10(g): The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
			Performance Indicator 10(h): The teacher uses and generates meaningful research on education issues and policies.
			Performance Indicator 10(i): The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
		1, 2	**Performance Indicator 10(j):** The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
			Performance Indicator 10(k): The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Item C: Field Experience Plan Sheet

East Central University
Department of Education
Field Experience Plan Sheet
During a candidate's time at East Central University, he or she will be asked to make 5 Field Experience Proposals through Chalk and Wire. As a part of the Field Experience expectations, a candidate must have experience in at least **3 different school districts**. To help plan out proposals, please complete the following form.

Field Experience	**Proposal**	
BLOCK I: **Field Experience I** Same school district- 1 elementary, 1 high school	**Elementary:**	**High School:**
BLOCK II: **Field Experience II** Different school district than Block I.		
BLOCK III: **Field Experience III** Different school district than Block I and Block II.		
BLOCK IV: **Field Experience IV/ Student Teaching** This district/school may be the same as Block I, II, or III- it is recommended that this placement be the same as Block III.		

*These proposals must be made to the Field Experience/Student Teaching Coordinator.

Item D: Disposition Rubric, Evaluation, and Concern

Disposition Rubric and Evaluation
The Dispositions Evaluation is completed five times during a candidate's time at ECU. The student and Block I instructor complete a Disposition Evaluation during Block I and then the student teacher, cooperating teacher, and university supervisor complete the form in consensus twice during a candidate's student teaching semester. The form used for during Block I can be found here: https://forms.office.com/r/TT5Z4gNwfL During student teaching the evaluation is embedded in the CPAST.

This assessment is completed during the EDUC 2012 and during the Student Teaching semester by cooperating teachers, student teacher, and university supervisor during the Consensus Meetings. Assessment was modified during Fall 2021 to align with the updated Student Teacher Evaluation, CPAST.

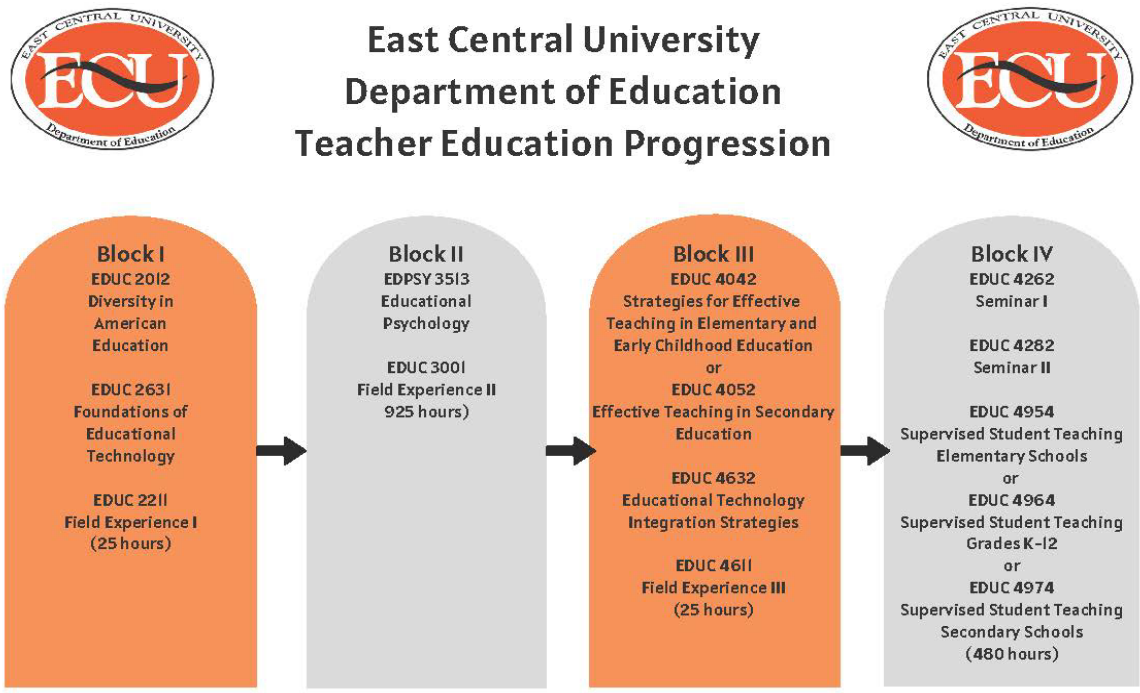
Disposition Concern
If at any time during a candidate's program, a candidate exhibits behaviors and dispositions undesirable of a future educator, then a Dispositional Concern may be filled out and turned into the Chair of the Department of Education. This assessment is completed at any time during a student's enrollment at ECU by anyone who has a concern about a student majoring in Education. The assessment was modified Summer 2021 to align with the CPAST evaluation tool.

Link to Complete Assessment
https://forms.office.com/r/51gjmhZ9T1

Item E: Field Experience Expectations

East Central University
Department of Education
Field Experience Expectations
Thank you so much for your interest in partner with East Central University's Department of Education. As part of our continuing effort to partner with you, here are a few things we need to bring to your attention.
Standards of Professionalism During Field Experiences
During the in-school field experiences, candidates are expected to follow the principles, standards, and rules regarding proficiencies, dispositions/attitudes, and professional practice described in the ECU's Department of Education Disposition Rubric, (4)
https://docs.google.com/document/d/1QDVO3MzgeVKz6KaoX43xX5_yONPpzH8IqtoskYrGdxo/edit?usp=sharing. Students should behave professionally at all times. Candidates need to strive to make a good impression and act in a professional manner at all times. Candidates should:
Arrive on time
Dress professionally and attend to personal hygiene
Wear any district required identification in plain sight at all times
Keep field experience appointments- if an emergency arises and plans must be adjusted, the candidate should notify the school and teacher immediately
Track all field experience hours on required times sheets and Chalk and Wire logs
Use professional language in and out of the classroom with everyone (no profanity or overly casual language) with students and adults alike
Demonstrate attentiveness and eagerness to learn
Display a willingness to work with students from different cultures, different socioeconomic levels, and different learning abilities
Be respectful to peers, families, teachers, staff, and administrators
Be committed to meeting the educational needs of all students in a caring, nondiscriminatory, and equitable manner
Demonstrate a belief that all students can learn
Display persistence in the face of difficulty, stress, or adverse conditions
Display a positive attitude toward teaching and learning
No cell phone use while in field placements
Spend all of your field experience time engaged in appropriate professional/educational activities
Sign in and out in the office daily
Thank your cooperating teacher and the office personnel each time you visit the school

Field Experiences at ECU
At ECU teacher candidates progress through their program at varying paces, but yet structured experiences. The following diagram outlines the four different Professional Education Blocks at ECU and the Field Experience hours they complete as a part of their coursework.



*For teacher candidates beginning their Teacher Education Program in the Fall of 2017 or later.

Evaluations of Field Experiences
During Blocks I, II, and III cooperating teachers will be emailed a link to an evaluation using Google Sheets toward the end of the semester.

During Block IV, Student Teaching, evaluations will be email to cooperating teachers, student teachers, and university supervisors halfway through the semester as well as at the end of the semester. The following evaluations must be completed: 2 evaluations over a candidate's disposition and 2 evaluations over the candidates teaching skills (midterm and final).

Issues During Field Experiences
If at any time, a cooperating teacher becomes concerned with an ECU candidate in the field, please fill out a Dispositional Concern form https://forms.office.com/r/51gjmhZ9T1 or notify the Coordinator of Field Experiences.

Item F: Field Experience I-III - Letter to Administrators

EAST CENTRAL UNIVERSITY
Letter to Administrators
Placement of
Field Experience for Block I-III Students

Dear Principals/School Contacts,
I am writing to share the attached Teacher Candidate (TC) Placement Request for East Central University (ECU) students who wish to complete their Field Experience for Block I, Block II, or Block III in your school district or school site.
Mentor Teacher (MT) Qualifications:
The MT is certified and teaches in the teacher candidate's teaching field or placement needs (Block I students must complete their Field Experience hours in an Early Childhood or Elementary placement and a Secondary placement).
The MT has a **minimum of 1 year experience** in the teaching profession.

Mentor Teacher (MT) Responsibilities:
The MT will accept responsibility for guidance, communication and evaluation of the teacher candidate.
An evaluation is emailed to the MT at the conclusion of the semester or once the student completes his/her hours.
The MT will utilize their content knowledge to guide the teacher candidate in Block activities.
The MT will provide a positive, nurturing environment for the teacher candidate.
The MT will notify the Coordinator of Field Experiences immediately if teacher candidate issues arise.

Placement Information:
For **Block I** placements:
Students complete 25 total hours in the Field- 12 hours in one placement and 13 hours in a second placement.
Students will collect general demographic information of the class (PPAT Task 1 exercise*); interview mentor teachers (PPAT Task 1 exercise*); and tutor or complete a small group lesson.
For **Block II** placements:
Students complete 25 total hours in the Field in the teacher candidate's teaching field.
Students will collect general demographic information of the class (PPAT Task 1 exercise*); teach 2 mini-lessons and collect pre-/post-assessment data, or baseline data and assessment data (PPAT Task 2 exercise*); and tutor students.
For **Block III** placements:
Students complete 25 total hours in the Field in one placement in the teacher candidate's teaching field.
Students will collect general demographic information of the class and information from students by completing a Student Interest Inventory (PPAT Task 1 exercise*); and teaching 1 lesson based on the needs collected in the Student Interest Inventory (PPAT Task 3 exercise*).
Principals/Administrators only:
To accept or not accept the teacher candidate in your district/building site,
CLICK HERE ---> Student Teacher Placement Confirmation Form
and complete the online form as soon as possible. Please refer to the candidate information found in the subject line of the email to complete this form.
If you cannot provide a field placement for the teacher candidate, please check the "No" box and then the teacher candidate's name and your district and submit as soon as possible.
Note: Each teacher candidate has completed a background check through Castle Branch, https://www.castlebranch.com/, and been cleared before being approved to complete their clinical experience.
The ECU Department of Education sincerely appreciates the invaluable assistance you provide us by allowing our teacher candidates experiences in your district. If you have any questions or concerns about a particular placement, please contact me at your earliest convenience. This email is designed so that you may forward it to your potential mentor teachers for their review. However, I ask that ***only administrators/principals complete the online form*** for each teacher candidate request. Thank you again! We look forward to hearing from you very soon.

Respectfully,

Coordinator of Field Experiences

Item G: Field Experience I Evaluation

This assessment is completed during the Block I semester by mentor teachers at the conclusion of the field experience hours. The assessment is provided to mentor teachers through email as well as to students through Blackboard and during EDUC 2012, Diversity in American Education. This assessment was created in Spring 2017 and modified in Spring 2020.

Link to Assessment
https://forms.office.com/r/3VuSUgVFHZ

It is expected that students will score at least a 2.0 on this evaluation. For evaluations in which a score of at least a 2.0 is not achieved, the cooperating teacher will be communicated with to determine if a Disposition Concern needs to be completed.

Item H: Field Experience II Evaluation

This assessment is completed during the Block II semester by mentor teachers at the conclusion of the field experience hours. The assessment is provided to mentor teachers through email as well as to students through Blackboard and during EDPSY 3513, Educational Psychology. This assessment was created in Spring 2017 and modified in how it is circulated in Spring 2020.

Link to Assessment
https://forms.office.com/r/SUuYUC0YDs

It is expected that students will score at least a 2.0 on this evaluation. For evaluations in which a score of at least a 2.0 is not achieved, the cooperating teacher will be communicated with to determine if a Disposition Concern needs to be completed.

Item I: Field Experience III Evaluation

This assessment is completed during the Block III semester by mentor teachers at the conclusion of the field experience hours. The assessment is provided to mentor teachers through email as well as to students through Blackboard and during EDUC 4042, Strategies of Effective Teaching. This assessment was created in Spring 2017 and modified in how it is circulated in Spring 2020.

Link to Assessment
https://forms.office.com/r/jsRE0qYRF0

It is expected that students will score at least a 2.0 on this evaluation. For evaluations in which a score of at least a 2.0 is not achieved, the cooperating teacher will be communicated with to determine if a Disposition Concern needs to be completed.

Item J: Student Plan of Improvement

Student Name:

Education Dept. Administrator:

Date:

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

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1) Notice

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

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

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

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

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

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

Acknowledgement of Receipt

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

_____ _____

Student Signature Date

Items J: Undergraduate Disposition Rubric

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

	Exceeds Expectations 3 points	**Meets Expectations** 2 points	**Emerging** 1 point	**Does Not Meet Expectations** 0 point
Participates in Professional Development (PD) (InTASC 9)	• Demonstrates interest and/or participates in at least one professional development opportunity (e.g. workshops, seminars, book study, professional conference, professional organization, faculty meeting, blog, activities of personal growth and reflection, etc.); and • Provides evidence of an increased understanding of the teaching profession as a result of the PD/professional activity; and • Reflects on own pedagogy and future classroom and the impact of knowledge learned from PD/professional activity.	• Demonstrates interest and/or participates in at least one professional development opportunity (e.g. workshops, seminars, book study, professional conference, professional organization, faculty meeting, blog, activities of personal growth and reflection, etc.); and • Provides evidence of an increased understanding of the teaching profession as a result of the PD/professional activity.	• Demonstrates interest and/or participates in at least one professional development opportunity (e.g. workshops, seminars, book study, professional conference, professional organization, faculty meeting, blog, activities of personal growth and reflection, etc.).	• Does not show interest or participate in any professional development opportunity (e.g. workshops, seminars, book study, professional conference, professional organization, faculty meeting, blog, activities of personal growth and reflection, etc.).
	Exceeds Expectations 3 points	**Meets Expectations** 2 points	**Emerging** 1 point	**Does Not Meet Expectations** 0 point
Demonstrates Effective Communication (InTASC 10d)	• Demonstrates the ability to communicate with others using a high level of professional writing through coursework, text messages, and/or emails sent to others; and • Interacts with others in ways that improve understanding and encourage progress (e.g. exchanges in email, face-to-face discussions, etc.).	• Demonstrates the ability to communicate with others using professional writing through coursework, text messages, and/or emails sent to others; and • Provides information to others to promote understanding and academic progress (e.g. stagnant newsletter, one-way communication, etc.).	• Demonstrates the ability to communicate with others through coursework, text messages, and/or emails. • Does not appear comfortable discussing academic progress with others (e.g. instructors, advisor, mentor teacher, etc.).	• Does not demonstrate effective communication with others through coursework, text messages, or emails.
	Exceeds Expectations 3 points	**Meets Expectations** 2 points	**Emerging** 1 point	**Does Not Meet Expectations** 0 point
Demonstrates Punctuality (InTASC 9o)	• In general, reports on time or early for class and/or commitments (e.g. advising, meeting with instructors, field experience, class, extracurricular club activities, etc.).	• In general, reports on time for commitments (e.g. advising, meeting with instructors, field experience, class, extracurricular club activities, etc.).	• In general, reports to commitments after the event has begun (e.g. advising, meeting with instructors, field experience, class, extracurricular club activities, etc.).	• Most of the time, the teacher candidate does not report to commitments before or within five minutes of the event beginning.
	Exceeds Expectations 3 points	**Meets Expectations** 2 points	**Emerging** 1 point	**Does Not Meet Expectations** 0 point
Meets Deadlines and Obligations (InTASC 9o)	• Meets deadlines and obligations established by others including instructors, advisors, and mentor teachers; and	• Meets deadlines and obligations established by others including instructors, advisors, and mentor teachers; and	• Most of the time meets deadlines and obligations established by others; and • Informs some (mentor teacher, advisor, or	Frequently missing deadlines or obligations established by others; and/or Does not inform others of absences prior to the absence.

	● Informs others (mentor teacher, advisor, and/or instructors) of absences prior to the absence.	● Informs most others (mentor teacher, advisor, and/or instructors) of absences prior to the absence.	instructors) of absences prior to the absence.	
	Exceeds Expectations 3 points	**Meets Expectations** 2 points	**Emerging** 1 point	**Does Not Meet Expectations** 0 point
Preparation (InTASC 3d)	● Is prepared on a daily basis with all materials and coursework; and ● Materials and coursework are easily accessible and are organized in a manner that others can easily follow the information; and ● Appears prepared for the unexpected and is flexible.	● Is prepared on a daily basis with all materials and coursework; and ● Materials and coursework are easily accessible and are organized.	● Is not consistently prepared with all materials and coursework; and/or ● Materials and/or coursework are either accessible or organized.	Is not prepared with all materials and coursework; and/or Materials and coursework are not accessible or organized.