

STUDENT TEACHER HANDBOOK

OKLAHOMA BAPTIST UNIVERSITY

DIVISION OF
TEACHER
EDUCATION



2018-2019 Edition

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Dear Educator:

I thank you for agreeing to supervise an Oklahoma Baptist University Student Teacher. Your expertise and knowledge will be of great benefit to our students. This handbook contains the information you will need to help the Student Teacher complete the tasks necessary for their field experience.

I would like for you to take this opportunity to visit with your Student Teacher about the requirements, your expectations and your school guidelines.

You will find a Student Teaching Assessment form at the end of this handbook. This should be completed and discussed with the Student Teacher and University Supervisor. This form should also be turned in to my office during the completion of the student teaching experience.

<https://www.okbu.edu/humanities/teacher-education/documents/ST-evaluationMENTOR-2017.pdf>

I appreciate you for accepting our students. This should be a positive experience for you and the Student Teacher. If you have any questions or concerns about your Student Teacher, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Susan Havens". The signature is written in black ink on a light-colored background.

Susan Havens
Director of Field Experience Office: 405-585-4255
Cell: 405-706-3747

TITLE II INFORMATION

Section 207 of Title II of the Higher Education Act mandates that the State Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary of Education to use this data in submitting an annual report on the quality of teacher preparation to the Congress.

The OBU Teacher Education Program offers course work for ten areas of teacher certification. These education programs are early childhood, elementary, English, health/physical education, instrumental music, mathematics, science, social studies, special education, and vocal music.

During the 2015-2016 school year, there were 87 candidates that completed OBU's Teacher Education Program. All of the candidates met the criteria for acceptance into the Teacher Education Program and graduated with Education Degrees.

The OBU Teacher Education Program maintains a high pass rate among teacher candidates taking the following competency based tests. For the year 2015-2016, OBU Candidates took 187 and with a 96.8% pass rate.

Aggregated pass rate in each assessment area is:

| TEST FIELD | # TESTED | PASS RATE | Statewide PASS Rate |
|---|----------|-----------|---------------------|
| Oklahoma General Education Test (OGET) | 70 | 95.7% | 87.9% |
| Oklahoma Professional Teaching Exam (OPTE) PK-8 | 41 | 97.6% | 91.6% |
| Oklahoma Subject Area Test (OSAT) | 76 | 97.4% | 83.8% |
| Summary Totals | 187 | 96.8% | 84.4% |

For further information on Title II data pertaining to Oklahoma Baptist University's Education Programs, please contact the Teacher Education Office: Tina.Nickerson@okbu.edu.

PREFACE

Mentor Teacher

Thank you for hosting a Student Teacher (ST) from Oklahoma Baptist University (OBU) as a Mentor Teacher, you have the opportunity to make a positive, professional impact on the ST, as well as the profession as a whole.

Your ST values your suggestion, constructive criticism, helpful hints and guidance in your role as a Mentor Teacher, please take a few moments during the day or before/after school to review the ST's performance. This time of reflection with your guidance is invaluable to the continued professional growth of the ST. Please take time to review the Student Teacher Handbook. The information will benefit both yourself and your ST.

Student Teacher

Be proactive in understanding your role, your Mentor Teacher's role, and your Supervisor's role in the student teaching process. Understanding the process will allow you to receive the benefits of your teaching experience and to be successful in your clinical practice.

Supervisors

Please take time to review the contents of the Student Teacher Handbook. Your role in the ST process is invaluable as a liaison and a supervisor.

OBU envisions the student teaching experience as a partnership between the institutional Faculty, ST Candidates, Mentor Teachers, and site Administrators. In this handbook, you will find the guidelines that will assist you in developing and maintaining an atmosphere of communication and trust between the members of this partnership.

If you have any questions or concerns, please contact:

Mrs. Susan Havens, Director of Field Experiences, (405)706-3747

STUDENT TEACHING SYLLABUS

ECED 4465 ELED 4465, EDUC 4538, MUCL 4435/4445, SPED 4438

REQUIRED MATERIAL:

Student Teacher Handbook

THEME STATEMENT:

The teacher is a professional who demonstrates the knowledge, skills, and dispositions necessary to facilitate learning in diverse settings for all students. Within a Christian context which emphasizes the worth of the individual, the life-long search for truth in an environment of free inquiry, and the ability of the human community to positively address societal needs and concerns, the Oklahoma Baptist University Educator Preparation Candidate develops the intellectual, social, moral, and spiritual commitment that marks the professional teacher.

COURSE DESCRIPTION:

Supervised observation and teaching experiences in cooperating elementary and/or secondary classroom(s). Prerequisites: Admission to Teacher Education and Student Teaching Programs; Senior standing; completion of required courses for Area of Specialization, prior to student teaching; concurrent enrollment in EDUC 4162 Measurement for Teachers and EDUC 4721 Classroom Management.

COURSE OBJECTIVES:

KNOWLEDGE

1. To recognize theory in practice.
2. To develop an awareness of the many resources available in the school setting and in the community.
3. To understand the relationship of the “Lighthouse Metaphor” to actual classroom experience.
4. Through analysis/reflection, develop a desire to become a lifelong learner.
5. To discover the legal and appropriate ways to exercise the sharing of the Christian walk in the classroom.

SKILLS

1. To be able to integrate Christian aspects in public school teaching.
2. Adapt to changing technology and implement in the classroom.
3. To develop skill in collaborating with a variety of colleagues.
4. To develop skill in dealing with parents of students of various cultures, not limited to ethnic groups.
5. To be able to reflect and analyze daily teaching experiences and use data to inform teaching practices.
6. To develop the ability to apply knowledge of similarities and differences among children with and without disabilities.
7. Through the analysis/reflection process, interns will demonstrate the skills needed to become professional decision-makers.

8. To design a safe learning environment, using sound instructional practices, conducive to meeting individual student needs and the needs of various cultural groups based on assessment data.
9. To develop skill in facilitating positive student behavior through the use of effective behavior management strategies.
10. To demonstrate the ability to communicate both verbally and non-verbally with educators and parents.
11. To develop skill in evaluating personal instructional and management effectiveness.
12. To apply knowledge of community and social services in program planning.

DISPOSITIONS

1. Demonstrates effective oral communication skills. InTASC: 3(r)
2. Demonstrates effective written communication skills. InTASC: 10(c)
3. Demonstrates Professionalism. InTASC: 9 (o)
4. Demonstrates positive and enthusiastic attitude. InTASC: 10 (P,S,T)
5. Demonstrates preparedness in teaching and learning. InTASC: 3 (p)
6. Exhibits an appreciation of and value for cultural and academic diversity. InTASC: 2 (m),2(n), 2(o), 3(o), 9 m),10(g)
7. Collaborates effectively with stakeholders. InTASC: 1(k),3(n),3(g),7(o) 8. Demonstrates self-regulated learner behaviors/takes initiative. InTASC: 9(l),9(n),10(r),10(t)
8. Exhibits the social and emotional intelligence to promote personal and educational goals/stability. InTASC: 9(l); 10(N,Q)

SECTION 504 STATEMENT:

Pursuant to Section 504 of the Vocational Rehabilitation Act of 1973 Oklahoma Baptist University complies with the Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which prohibits discrimination on the basis of physical or mental disability. OBU will take necessary steps to ensure that no student with a disability is denied the benefits of or excluded from an educational opportunity or activity based on being a student with a disability. Furthermore, OBU will take steps to ensure that no student with a disability is subject to discrimination.

It is the student's responsibility to self-identify and inform the office of accommodation needs. All accommodations requests are the responsibility of the student. Students are encouraged to submit documentation for review as soon as possible to ensure completion in a timely manner. www.okbu.edu/student-life/student-services/disability-services.html

REQUIREMENTS OF STUDENT TEACHING:

Listed below are components of student teaching which must be met for successful completion of the experience.

1. Lesson Plans/Instructional Unit: ST will prepare lessons plans for all teaching assignments with consideration given to the elements of *Oklahoma's Academic Standards (OAS)*. STs may choose to use the lesson plan format of the Mentor Teacher. Some of the lesson plans may be part of the instructional unit that the ST must teach (as approved by the Mentor Teacher). Your University Supervisor will verify satisfactory completion of lesson plans. Reminders: When planning activities for young children, consider developmental needs as you address play, systematic instruction, parent-led activities, home settings, indoor/outdoor activities, etc. When planning for students at the secondary level, you will need to be realistic as you consider the level of independence that they might have upon leaving school, vocational/career needs, etc. You will also need to express an awareness of cultural diversity and the possible need for technology, and assistive technology.
2. Professional Evaluation and Development: The ST will be evaluated by the OBU Student Teacher Assessment (Appendix C). This tool assesses the growth and development of the ST during entire placement.
3. TEACH prompt: ST **must submit a weekly TEACH prompt** (to be submitted by midnight on Sunday) during the entire experience.
4. Diversity Seminar: Mandatory attendance of an interactive seminar as determined by faculty is required.
5. Eligibility/IEP meeting (Requirement for SPED majors only; other majors are encouraged): Given parent permission, each student teacher will *observe* at least one eligibility meeting and one IEP/IFSP meeting. A brief summary should include a reflection of the procedures that were followed and any questions that the ST might have about the process.
6. Attendance: Failure to participate, or complete any part of the expected criteria, may result in a failing grade of the student teaching experience. ST must adhere to and follow the school site schedule, not OBU's. No absences will be allowed prior to or the day after holiday.
7. Background check: A current background check must be on file prior to the student teaching experience. ST must provide proof of current background check.

<https://www.okbu.edu/humanities/teacher-education/documents/backgroundcheck-educators>

GRADING CRITERIA:

| | | |
|---------------------------|------------|--|
| Detailed Lesson plans (4) | 50 points | 4 plans assessed by mentor and supervisor |
| TEACH prompts (12) | 120 points | 90% of TEACH prompts are required |
| Mandatory attendance | 200 points | 90% attendance at seminars and placement(s) |
| Successful performance | 400 points | Must meet “Developing” status on student teaching assessment |

You must achieve each of the above criteria, satisfactorily, to receive a grade of “S” in Student Teaching.

Intervention Plans

What is an intervention plan?

An Intervention Plan is a written plan that states what a candidate must do to successfully accomplish the requirements of student teaching.

When should it be used?

When a candidate is having difficulty meeting the basic requirements of student teaching and is not performing at a satisfactory level, an Intervention Plan is used to state the requirements that will be necessary to complete the ST placement.

Who is involved with the Intervention Plan?

The Field Experience Director is notified as early as possible concerning any prospective "D" or "F" Student Teacher. When merited and possible, a *conference* should be scheduled with the ST, University Supervisor, FE Director and TE Director, to develop an *intervention plan*. (The Mentor Teacher may be included in the meeting with the ST Director or a separate meeting may be scheduled with the Mentor Teacher.) The plan outlines the requirements that must be met by the teacher candidate in order to improve performance and earn a grade of C or above (or an alternate plan for changing to a non-licensure track). The teacher candidate, Mentor Teacher, University Supervisor, and FE Director must sign the plan.

What must the Intervention Plan include?

- Requirements that must be met by the ST Candidate in order to improve the grade (or an alternate plan for changing to a non-licensure track)
- Consequences for not meeting the requirements stated in the plan
- Date of re-evaluation and person responsible for follow-up
- Signatures: ST Candidate, Mentor Teacher, University Supervisor, and ST Director

What happens if I refuse to sign the Intervention Plan?

The ST Candidate is responsible for all expectations outlined in the Intervention Plan, even if you do not agree to sign. Further, if the you do not comply with the expectations of the Intervention Plan, you will be removed from the placement and a new placement will not be sought for the semester.

What happens if there was no Intervention Plan?

Occasionally, a Candidate may be pulled from the placement by either the site school or the OBU the Division of TE before an Intervention Plan can be developed. In these cases, the Candidate will not receive another placement that semester.

What happens if I am removed from my placement?

A new placement will not be sought for the semester. When merited, you may appeal to the Director of TE to inquire about additional coursework or tasks to finish a degree in the non-licensure track.

Will I get credit for Student Teaching if I am removed from my Student Teaching placement?

No, if a Candidate is removed from their placement, at any time of the semester (even at the end), the Candidate will not get credit for student teaching.

Legal Basis of Student Teaching

In the past, student teaching in Oklahoma occurred almost exclusively in Laboratory Schools operated by Colleges and Universities engaged in professional education programs. With the enactment of House Bill 1013 in 1969, The Oklahoma Legislature established guidelines for teaching in the state's public school systems.

According to the Guidelines for Student Teaching in Oklahoma (Oklahoma State Department of Education, 1972), student teaching is a period of guided teaching during which the Student, under the direction of a Mentor Teacher, takes increasing responsibility for leading the school experiences of a given group of learners over an extended period of time and engages directly in many of the activities which constitute the wide range of a teacher's responsibilities.

The ST is a College Student who is working under the guidance of a Certified Teacher in an approved setting. A ST, while serving a non-salaried internship under the supervision of a Certified Teacher should not be assigned in any situation where he/she is to be a replacement for a Qualified Teacher.

The Mentor Teacher is the regular and certified staff member of a local accredited school to whom a ST is assigned.

1.1 Use of Student Teacher as Substitutes

The Oklahoma State Department of Education has approved a revision in the OBU policy relative to the use of ST as Substitutes in the classroom. The policy consists of two components, either or both of which may be utilized with a specific Student Teacher at the discretion of the School Administration, Mentor Teacher, and OBU. The two components are:

1. When the Mentor Teacher is absent from the classroom covering responsibilities related to being an OBU ST or is assisting in some other way with the OBU TE Division, the OBU ST may be assigned to cover responsibilities of the Mentor Teacher for no more than three (3) consecutive days of the student teaching experience. During that time it may not be

- necessary for the school district to hire a Substitute Teacher to supervise the ST. The Superintendent/Principal makes all final decisions about appropriateness of using the ST as a non-paid substitute for those three days.
2. ST who are teaching in an accredited school in Oklahoma may be allowed to serve in the capacity of a Substitute Teacher in the classroom where they are assigned under the following conditions:
 - A. The ST shall have completed at least four days of direct, substantial, and full-day teaching with the Mentor Teacher prior to serving as a Substitute Teacher. The ST may substitute only for the Mentor Teacher, not other Teachers in the building.
 - B. During the period of time that the ST serves as a Substitute Teacher, the local district shall designate an experienced Teacher assigned to the same building as the ST to provide assistance, as necessary.
 - C. When the ST is acting as a Substitute, he/she shall not be paid the established rate of pay for Substitutes as set by the local school district.
 - D. After completing his/her student teaching experience, the ST can be hired as a full-time Substitute Teacher or Teacher.

If you have any questions regarding the implementation of this policy, please call: Mrs. Susan Havens, Director of Field Experiences, at (405)706-3747.

Responsibilities of the Student Teacher

ST the culminating phase of your pre-service preparation. During ST you integrate educational theory and knowledge with the practical problems of actual classroom teaching. Your Mentor Teacher will help you interpret what you have learned and guide you in this integration process.

The EPP at OBU, advocates that every ST should be a reflective thinker. ST who carefully reflect upon their field experiences will not be satisfied with routine and tradition, but will act deliberately and intentionally to design new ways of teaching and interpret new experiences from a fresh perspective. These Teachers will realize that unique approaches may be necessary to meet the need of diverse school populations and local communities. They will be able to carefully articulate a rationale for those who may query them about methods and procedures included in their teaching repertoire.

The overall purpose of this handbook is to help you define your role and responsibilities in ST. The activities and experiences suggested here are those in which the typical Teacher engages. You probably will not have the opportunity to participate in all of them, but the alert and assertive ST will seek out opportunities. From your previous training you are expected to know what is to be done in teaching. It is your Mentor Teacher's responsibility to help you do it well, not to see that you simply do it. You are expected to consult with your Mentor Teacher and be willing to initiate ideas with his/her approval. Your rating in student teaching should represent a prediction of your probable teaching success.

Teaching is hard work. Careful preparation is always made by the competent, experienced Teacher. Even though such planning is not always visible to the casual observer, it will become apparent to you as you work closely with your Mentor Teacher. There is no single thing which you can do to contribute more to your ST success than planning in detail what you are to do. In addition, the more you put into your ST experiences, the greater the likelihood that your first year of teaching will be successful.

The conduct of ST must be professional, at all times. Unprofessional conduct in the classroom, school, or any activities associated with ST may result in dismissal from ST. The ST must adhere to the requirements of the schools to which they are assigned pertaining to dress, identification, and sign-in/sign-out procedures. ST must dress professionally and speak professionally at all times.

2.1. Criteria for Student Teaching Program

In addition to the pre-requisite coursework of ST Program, listed on the pre-requisite coursework sheet included in the ST Application packet, admitted when conditions are met

1. Attainment of at least second-semester junior standing at the time of application.
2. Full admit status to The EPP.
3. Submission of the completed student teaching application and all accompanying documentation required. Late/incomplete applications are not accepted.
4. Attainment and maintaining GPA of 3.0 in the area of specialization.

5. Maintenance of an overall GPA of 2.5.
6. Evaluations from the Applicant's Advisor, and completed disposition form, and three other Professors who know the Student.
7. Recommendation by the department which has approved the Candidate's degree program (evidenced by the signature of the Departmental Chair on the application).
8. Recommendation by the Director of Teacher Education (evidenced by the signature of the Director on the application).
9. Current passing background check information on file.

*Candidates MAY NOT be admitted to ST, if recommendations are not considered Satisfactory

2.2 Role of the Student Teacher

1. Have an academic aptitude for the task required.
2. Possess a positive professional attitude.
3. Be physically able to teach.
4. Possess fundamental skills necessary for success in teaching.
5. Possess personality and character suitable for teaching.
6. Be receptive to suggestions.
7. Relate well to students.
8. Relate well to teachers and professional staff.
9. Come to the assignment appropriately and attractively groomed.
10. Be well prepared for teaching assignment.
11. Exhibit behavior in keeping with the professional code of ethics for teachers.
12. Maintain TEACH prompt to be submitted to the University Supervisor and Director of FE.
13. Have a detailed lesson plan provide a copy for your University Supervisor.
14. Attend all site Faculty meetings, Parent Teacher Conferences, IEP, Professional Development Days, and all additional duties of your Mentor Teacher.
15. Comply with site professional dress code.
16. Have knowledge of site handbooks.
17. Adhere to attendance policy of site and OBU ST policy.

Social Media Guidelines

Candidates are expected to maintain professional communication with K-12 students at all times during student teaching. Candidates should not interact with K-12 students via social media platforms (ex: Facebook Messenger, Twitter, Instagram, etc.) or personal communications (personal email, text messages, phone calls, etc.).

Candidates should maintain teacher and student privacy by not posting pictures of K-12 students or school personnel, student work, identifiable anecdotes, etc. You should refrain from posting negative reflections directed towards the school, Mentor teacher, or other school/University personnel.

Pictures of K-12 students should only be taken if the appropriate permissions are obtained from the school and parents of K-12 students. Further, if a video lesson is required in the placement, the candidates should not upload the video to any public website (ex: YouTube, etc.).

Student Teaching/Field Experience Dress Code Guidelines

Philosophy of Dress Code

OBU trains students from all walks of life for many different professions. For this reason, the University has established a standard of dress for the University community, which is conducive to a Christ-like environment. Cleanliness, neatness, appropriateness, and modesty are important as guiding factors.

When participating in field experience placements, the candidate must adhere to both OBU and/or the Cooperating School's dress code (whichever is the higher standard).

<https://www.okbu.edu/search.html?q=green%20book>

2.3. Criteria for Selection of Mentor Teachers and Schools

Accredited School Systems which are contacted and asked to enter into cooperative agreements with OBU placement of ST in their elementary &/or secondary schools must be:

1. Willing and able to provide instruction, curricula, and facilities deemed necessary to meet quality standards established for ST.
2. Must be within a maximum fifty mile (50) radius of OBU campus, as outlined on the *50 mile radius policy* on the ST application.
3. In an attempt to create diverse learning opportunities our candidates, will not be allowed to be placed in the school sites where the ST has attended.

As originally defined in the Field Experiences Handbook, qualified Mentor Teacher prospects should meet the following criteria:

1. Comply with the program policies prescribed by OBU and the Division of TE.
2. Support and abide by the philosophy and goals statement of the EPP at OBU.
3. Receive favorable recommendations by the Cooperating Administrator.
4. Have proven ability as a competent classroom teacher.
5. Completed a minimum of three (3) years of classroom teaching experiences with at least one (1) semester at the grade level of the student teaching assignment. Holding of a Master's Degree or higher is preferred, but not mandatory.
6. Possess dispositions which would encourage rather than discourage the ST.

The Director of FE responsible for making formal contact and final arrangements for FE and ST placement; however, faculty in each subject area are encouraged to provide names of prospects of whom they have personal knowledge and experience.

Responsibilities of the Mentor Teacher

A successful Mentor Teacher creates an enriching experience for both the students in the classroom and the ST. The Mentor Teacher involves the ST in such activities as learning Students' names, developing seating charts, tutoring, teaching small groups, developing a

teaching unit, teaching one class, and finally teaching multiple classes. The Mentor Teacher retains responsibility for the classroom while guiding the ST through these activities.

An effective Mentor Teacher uses good critiquing skills in guiding the growth and development of the ST. In a good Student Teacher/Mentor Teacher relationship, the ST feels free to ask questions and make suggestions. He/she is offered and accepts constructive criticism and the two function as a team working for the development of the pupil. This relationship is developed through actual participation in classroom activities and through conferences involving the Mentor Teacher and the ST. Conferences are held for planning purposes, discussion of teaching problems, and evaluation of the ST's work. While valuable conferences may be held in five or ten minutes, conferences of considerable length will be required periodically; ST are required to make themselves available for such as the Mentor Teacher deems necessary.

The Mentor Teacher plays a vital role in the education of the ST and is expected to:

1. Exhibit a whole-hearted willingness to accept ST.
2. Introduce the ST to other Faculty and Staff.
3. Aid the ST in acquainting herself/himself with the students through such activities as seating sheets, taking role, collecting and grading papers, and observing students in class. The ST will be completing a variety of observational activities and interviews with educational Staff designed to become better acquainted with the students and the school.
4. Aid the ST in becoming acquainted with textbooks, manuals, resource units and guides, workbooks, and other teaching materials.
5. Define The ST's role in terms of his/her duties and responsibilities. To accomplish this, the Mentor Teacher should
 - A. Schedule a conference with the ST early in the semester to clarify the role of the ST, in the given situation.
 - B. Provide ample opportunity for the ST to observe methods that are appropriate to the teaching profession.
 - C. Assist the ST in developing a professional attitude in all of his/her contacts with school and community.
 - D. Clarify the ST's responsibilities with respect to making lessons plans, securing and organizing appropriate materials, and other necessary activities.
 - E. Advise the ST well in advance of the time when a lesson or unit is expected to be taught.
6. Attend in-service programs planned for Teachers and Administrators directly concerned with student teaching.
7. **Insure the ST's induction into actual teaching at a rate that seems appropriate for the ST.** A helpful model is a three phase process: (1) The Mentor Teacher directly models lesson teaching, (2) the ST teaches a comparable lesson using the Mentor Teacher's lesson plans, and (3) the ST plans and teaches a lesson. The length of time spent at each level will depend on the 'readiness' of each ST. Direct the

activities in such a way that there is a gradual progression toward full-day classroom experience.

8. Make sure the ST has planned adequately before being permitted to teach.
9. Keep the ST informed of progress, making constructive suggestions and criticisms as necessary.
10. Evaluate the ST's performance in writing and provide the ST with a copy of suggestions/criticisms.
11. Insure adequate continuity, class conduct, and supervision of the ST Program. **The ST should be part of a teaching team and should not be considered as a replacement for the regular Teacher.**
12. Send final evaluation of the ST to the OBU TE Office.

3.1 Role of the Building Administrator

The School Administrator plays a very important role in facilitating and coordinating ST. He/she provides a positive environment for ST within the building, orients Faculty to their role in the ST program, orients ST concerning philosophy, policies, and regulations of the cooperating schools, assists ST in becoming acquainted with the faculty, stays informed about the progress of ST, and observes ST and provides feedback. The following list outlines the administrator's role regarding the ST:

1. To be willing to accept ST as part of the total school faculty.
2. To be willing to allow to work with enough freedom to encourage growth.
3. To be willing to provide facilities that will enhance the training environment.
4. To be willing to give assistance and support to the ST in the development of appropriate professional relationships with the faculty, staff, students, and community.
5. To be willing to work with the University Supervisor and Mentor teacher in helping meet the needs of the ST.

3.2 Role of the University Supervisor

A University Supervisor is assigned to each ST. The Supervisor is an experienced classroom Teacher who assumes the responsibilities described below.

Throughout the semester, the Supervisor confers with the ST and Mentor Teacher about the experiences and progress of the ST. The Supervisor holds regularly scheduled meetings with the ST and should provide written documentation about the observations. In these conferences, the ST and the University Supervisor will discuss planning activities, learning strategies, discipline concerns, etc. The ST, Mentor Teacher, and Supervisor will meet individually and together during the semester to discuss the ST's progress.

The Supervisor visits the ST situation up to four (4) times during The semester. Generally, one of the visits will be at the beginning of the student teaching experience and at the end of the experience. The ST must provide a copy of the detailed lesson plan that will be observed, and also TEACH prompt.

1. Shall cooperate with school district personnel in coordinating the ST's learning experiences.
2. Schedule and visit the ST four (4) times during the experience. Complete and submit to the Teacher Education office, student teacher observation form.
3. Confer with the Mentor Teacher and the ST about strengths and weaknesses, classroom management, lesson planning, and long range planning for units of study.
4. Review and respond to weekly TEACH prompts.
5. Ensure completion of community profiles and self-rating scale.
6. Attend scheduled ST Orientation to (a) discuss common problems/questions the ST may have and (b) stress the development of professional attitudes toward teaching.
7. Help maintain a file containing all anecdotal records, personal data, and recommendations about and for the ST.
8. Provide the TE Office with all completed information about the ST for purposes of state certification.

3.3 Professional Liability

The EPP at OBU requires all ST to provide documentation of liability insurance. This insurance protects our ST while they are in the schools and is obtained through membership in the Professional Oklahoma Educators (POE) organization.

[HTTP://WWW.PROFESSIONALOKLAHOMAEDUCATORS.ORG](http://www.professionalklahomaeducators.org)

3.3.A Attendance Policy

Attendance of the ST Seminar is a mandatory requirement. In order to fulfill the requirements for ST, as set forth by the Oklahoma State Department of Education, you are expected to be present at your placement site, every day that regular classroom teachers are required to attend.

You are permitted only two (2) days of absence during student teaching placement. If any further absences occur, you will be required to "make up" the time. All personal business not scheduled after school hours, such as: illness, doctor appointments, job fairs, interviews, CEOE testing, etc. Will be counted toward the two (2) allowed absences.

The TE Division has also agreed to allow two (2) additional days for attendance at a State or National Conference. Any days at conferences in excess of the first two (2) would also be included in the two (2) allowed absences. The required on campus courses, the seminar, and fingerprinting at the State Department of Education are generally scheduled to not interfere in the school day and not counted as absences.

Absences of more than two (2) days require a personal conference with the Director of Field Placement to arrange a make-up schedule. For any absences you must electronically notify the following: Mentor Teacher, Director of Field Placement, and your University Supervisor. Failure to follow this policy could jeopardize your final grade for student teaching.

3.3.B Background Check

ST will be responsible for supplying a current copy of a passing background check prior to entry into teaching experience. The Division of TE utilizes the following company: castlebranch.com. <https://www.okbu.edu/humanities/teacher-education/documents/backgroundcheck-educators.pdf>

COMMUNITY PROFILES

This Community Profile form will help you compile information to help you become familiar with the community and the school. Your first few days of the Student Teaching (ST) Field Experience should be spent in getting acquainted with the school situation in which you are to work and with the opportunities you will have to help develop teaching competencies. Observations and explanations by your Cooperating Teacher or other representatives of the school will help you in this orientation process.

INFORMATION ABOUT THE COMMUNITY

Population _____ Trend _____

Dominant vocation groups

General financial condition of the community

Other schools in the community

Churches

Libraries, museums, art galleries, etc.

Outstanding historical characteristics

Health facilities

Recreational opportunities

Evidence of community interest in the school

Transportation facilities (in and out)

Civic organizations within the community

Community services for children and families

NOTES:

INFORMATION ABOUT THE SCHOOL

Enrollment _____ Trend _____

Grade Levels _____

Number of teachers _____ Number of NEW teachers _____

Teachers of Special Subject _____

Principal _____ Assistant Principal _____

Name and position of Cooperating Teacher _____

During extra-curricular activities (if different) _____

Type of marking system _____

Types of records to be kept by the teacher

Demographics of the school

Percentage of free & reduced lunch participants

Parental involvement

Retention rate _____

Types of reports required of the teachers

Names and vocations of the members of the Board of Education (off campus)

STUDENT TEACHER CHECKLIST

It is extremely important that you become familiar with the overall school program, the policies and procedures, and the physical facilities. Knowing and recording the answers to the questions on this checklist will help you organize that information.

1. Is there a school handbook with information for new teachers?
2. What am I to do in case of a fire, storm, or other emergency drill?
3. What staircase and exits may be used for my room in regular and rapid dismissals?
4. What do different bell signals mean?
5. What procedures are used for students to enter the building, to assemble, and to leave the building?
6. What preparations must I make to handle emergency drills?
7. What are the regulations concerning visitors and/or salesmen to the classroom?
8. What provisions do I make to cover my class if I must leave my room or building?
9. What are the regulations concerning students leaving the room or building?
10. How do I record and report attendance?
11. What procedures do I follow when I am absent?
12. What procedures are used for permitting students to be released for religious instruction or for medical attention?
13. How can I secure the services of doctor, nurse, clerk, attendance officer, and custodian?
14. What am I expected to do about a plan book and grade book?
15. What is the procedure for obtaining textbooks, general materials, art & sewing supplies, audio/visual aids?
16. Are there rooms set aside for special activities-library, science, crafts, audio/visual aids, testing and speech & hearing?
17. What procedures do I follow in reporting accidents?

18. When are teachers' meetings held? PTA?
19. Is there a course of study available? A time schedule for class? A form for lesson plans?
20. What plans must be made for educational trips?
21. What is the procedure for reporting to parents?
22. What is the procedure for and the nature of beginning-of-year and closing-of-year plans and reports?
23. What do I do with fees, fines, and other payments received from students and parents?
24. How should I handle parent visitation?
25. What responsibilities do I have concerning school organization?
26. What is the proper procedure for the issuance of pass slips during class time?
27. Is there a local scope and sequence of objectives for my subject in addition to the OAS standards?
28. What are the procedures for intervention when a student experiences difficulties?
29. What are the levels of inclusion practices?

SAMPLE DETAILED LESSON PLAN

NAME:

GRADE:

SUBJECT:

OBJECTIVE:

Remember that a lesson objective focuses on what the students should learn and communicates clearly the teacher's intentions. Always ask yourself does my objective contain an action verb that is measurable.

MATERIALS:

Remember to indicate quantities per student, per class, etc. for each item.

ALIGNMENT WITH OAS:

Choose those skills that truly fit, they should not have to stretch to fit. It should be evident from your lesson that these skills are being addressed.

PRE-REQUISITE KNOWLEDGE:

State the pre-requisite skills and vocabulary that would aide students to fully understand this lesson. Describe how you are going to activate these prior to this lesson.

INSTRUCTIONAL PROCEDURES:

- Describe how you are going to launch the lesson.
- Detailed description of the outline and flow of your lesson; including facilitating questions, formative assessment techniques, guided practice.
- Closure: How are you pulling the lesson altogether for the students.

EVALUATION:

Your evaluation should match the objective of the lesson. Your evaluation should be meaningful to you as the teacher. In other words, how will you be able to assess student learning, assign a grade, etc. (this should include how your students will independently practice and make connections to what they have learned)

MODIFICATIONS:

What modifications for diverse learners do you need to address or be aware of during the lesson.

REFERENCE: (if needed)

If the lesson idea is not yours, then acknowledge where your idea originated... In other words, give credit where credit is due.

OBU TEACHER CANDIDATE
Weekly Contract with
 University Supervisor and Student Teacher Coordinator

Name: _____

Date: _____

Describe your routines, both in and outside of the classroom, for managing your role, as a teacher. Each week of your experience, please send an e-mail to your University Supervisor, that addresses the questions within the TEACH acronym below. This should happen by, **Sunday evening**, of each week.

In this table below, please provide your responses to the TEACH prompts. Space is not limited-type to your heart's content. We expect thorough and insightful responses. (Note: You SHOULD NOT work on these during your class!)

| | |
|----------|--|
| T | <p>Teacher Tales <i>What happened this week? What did you teach? What are your plans for next week? What did you learn about teaching as part of a professional community?</i></p> |
| E | <p>Emotional Ups and Downs. <i>What made you smile? What caused you concern?</i></p> |
| A | <p>A ha Moments! <i>What was/were your significant learning experience(s) about teaching, learners, yourself, etc. this week?</i></p> |
| C | <p>Classroom Management and Collaboration with Co-operating Teacher <i>What have you learned this week about managing a classroom for effective learning and what significant experience(s) contributed to that learning? In terms of classroom management, what are you wondering or concerned about?</i></p> |
| H | <p>Habits of Teaching <i>Right now, what do you need or want as a growing teacher?</i></p> |

APPENDIX A: Student Teacher Request to Be Absent Form

Student Teachers are expected to perform their assigned responsibilities at all times except in the case of personal illness or extreme emergency circumstances. For other situations where there is strong, justifiable cause for requesting absence, this form must be completed by the Student Teacher, signed by the Mentor Teacher, and submitted to the Field Experience Director at least 5 days prior to the projected absence. University Supervisors may require makeup work for excused absences.

| | | | | | |
|---|-----|------|-------|-----|------|
| Student Teacher: | | | | | |
| Time requested to be absent from student teaching assignment: | | | | | |
| From: | | | To: | | |
| Month | Day | Hour | Month | Day | Hour |
| REASON FOR YOUR ABSENCE: (If you are going for a job interview, then supply the following information. In lieu of this information, you may attach a copy of the letter in which you were asked to come for a job interview.) | | | | | |
| Name of administrator: | | | | | |
| Name of school: | | | | | |
| Address of school: | | | | | |
| School phone: | | | | | |
| If you are not going for a job interview, what is the reason for your absence? | | | | | |
| Student Teacher's signature: | | | | | |
| Mentor Teacher's approval: | | | | | |
| University Supervisor's approval: | | | | | |
| Field Experience Director: | | | | | |
| Please return this signed approval form to: Mrs. Susan Havens, for documentation. | | | | | |

STUDENT TEACHING ABSENCE SCHEDULE

As stated, absences of more than (2) two days, will need to be made up.

YOU HAVE ____ DAYS, that will need to be made up, at the end of your scheduled experience. On the lines below, provide date(s) make-up occurred, and cooperating teacher signature.

FORM must be turned back to Mrs. Havens, by the end of your experience, or you will receive an “I” for your student teaching experience.

DAY MADE UP

TEACHER SIGNATURE

APPENDIX B: OBU Educator Preparation Intervention Plan

NOTE: The Field Experience Director is notified as early as possible concerning any prospective "D" or "F" Student Teacher. When merited and possible, a **conference** should be scheduled with the teacher candidate, University Supervisor, Field Experience Director and Teacher Education Director, to develop an **intervention plan**. (The Mentor Teacher may be included in the meeting with the Student Teaching Director or a separate meeting may be scheduled with the Mentor Teacher.) The plan outlines the requirements that must be met by the teacher candidate in order to improve performance and earn a grade of C or above (or an alternate plan for changing to a non-licensure track). The teacher candidate, Mentor Teacher, University Supervisor, and Field Experience Director must sign the plan.

If the candidate is removed from the student teaching placement (by request of either Oklahoma Baptist University Division of Education or the K-12 school), a new field placement to finish licensure requirements is NOT guaranteed; the candidate may need to change to a non-licensure track. The candidate will not receive credit for student teaching if they are removed from the placement at any point in the semester (even if the removal is at the end of the semester).

| | |
|--|--|
| Student Teacher: | University Supervisor: |
| Mentor Teacher: | Date: |
| Describe the nature of the concern: | |
| Summarize the discussion: | |
| State the action(s) to be taken: | |
| Consequences for Non-Compliance of the Plan: | |
| Student Teacher's signature: | Date for evaluation: |
| Mentor Teacher's signature: | Field Experience Director: |
| University supervisor's signature: | Education Preparation Chair signature: |

APPENDIX C: OBU STUDENT TEACHER ASSESSMENT



OKLAHOMA BAPTIST
UNIVERSITY
OBU STUDENT TEACHING ASSESSMENT

MIDTERM: _____ FINAL: _____
Conference Date: _____

The following form is to be completed by the Mentor Teacher and submitted to the Director of Field Experiences, OBU Division of Educator Preparation. This form will be kept on file in the Division of Educator Preparation and evaluators need to be aware of the fact that the Family Educational Privacy Act of 1974 (FERPA), permits students to see any document in their personal files unless they waive that right.

This form, after being filled out by the Mentor Teacher and discussed in a 3-way conversation with the University Supervisor and the Student Teacher, constitutes the Final Evaluation. The primary purpose of this evaluation is to make the Student Teacher aware of areas in which teaching strengths have been displayed and to provide insight into those areas where additional development is needed.

In the event that the Student Teacher is assigned to more than one Mentor Teacher during placement, both teachers are asked to collaborate on the evaluation of the Student Teacher, if possible, and to submit only one form rather than separate ones.

This form should be signed and dated by the following: Student Teacher, Mentor Teacher, University Supervisor, and Director of Student Teaching. Please make a copy for the Student Teacher and submit the original to the Educator Preparation office in the return envelope from the Mentor Teacher Packet.

Student Teacher: _____

Date: _____

Mentor Teacher: _____

Date: _____

University Supervisor: _____

Date: _____

Director of Student Teaching: _____

Date: _____



OKLAHOMA BAPTIST
UNIVERSITY
OBU STUDENT TEACHING ASSESSMENT

Week (circle one) 1 2 3 4 5 6 7 8 9 10 11 12

Student Teacher Name _____ Date _____ Placement? 1st 2nd ONLY

Cooperating School _____ Gr/Subj _____ University Supervisor Mentor Teacher

University Supervisor: _____ Mentor Teacher: _____

1=Poor (below 94)

2=Developing (94-116)

3=Meets Expectations (117-147)

4=Exceeds Expectations (148-156)

*For a score of 1, provide an explanation in the Comments column.

| DISPOSITIONS | 1 | 2 | 3 | 4 | COMMENTS |
|---|---|---|---|---|----------|
| 1. Advocates for the learning of all students | | | | | |
| 2. Provides equitable experiences for everyone involved | | | | | |
| 3. Demonstrates empathy | | | | | |
| 4. Demonstrates open-mindedness | | | | | |
| 5. Takes responsibility for learner growth | | | | | |
| 6. Shows flexibility when appropriate | | | | | |
| 7. Has a positive attitude | | | | | |
| 8. Shows integrity | | | | | |
| 9. Is dedicated | | | | | |
| 10. Shows reflectiveness | | | | | |
| 11. Exhibits critical thinking/problem solving skills | | | | | |
| 12. Reviews and revises decisions based on evidence | | | | | |
| 13. Shows willingness to learn | | | | | |
| 14. Takes advantage of professional growth opportunities | | | | | |
| 15. Works collaboratively with families | | | | | |
| 16. Works collaboratively with colleagues and other professionals | | | | | |

| KNOWLEDGE & SKILLS | 1 | 2 | 3 | 4 | COMMENTS |
|---|----------|----------|----------|----------|-----------------|
| 17. Demonstrates professionalism | | | | | |
| 18. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive | | | | | |
| 19. Manages time and resources appropriately | | | | | |
| 20. Clearly defines and effectively manages student behavior | | | | | |
| 21. Creates an environment that promotes self-motivation | | | | | |
| 22. Promotes positive relations among students | | | | | |
| 23. Uses developmentally appropriate practices | | | | | |
| 24. Sequences learning experiences in an appropriate way to meet curricular goals and state standards | | | | | |
| 25. Links new concepts to familiar and connects to learner experiences | | | | | |
| 26. Uses multiple representations (content) | | | | | |
| 27. Adapts instruction for diverse learners | | | | | |
| KNOWLEDGE & SKILLS | 1 | 2 | 3 | 4 | COMMENTS |
| 28. Encourages learners to understand, question, and analyze ideas from diverse perspectives | | | | | |
| 29. Varies role in the instructional process in relation to content purpose and learner need | | | | | |
| 30. Asks questions to stimulate discussion that serves different purposes | | | | | |
| 31. Uses a variety of methods | | | | | |
| 32. Uses technology effectively as part of teaching, learning, and assessment | | | | | |
| 33. Creates opportunities for students to learn, practice, and master literacy and communication skills including academic language | | | | | |
| 34. Engages learners in multiple ways of demonstrating knowledge and skills | | | | | |
| 35. Provides adequate and timely feedback to students | | | | | |
| 36. Uses information from student assessment to guide instruction | | | | | |
| 37. Students are engaged in active learning | | | | | |
| 38. Students are enthusiastic and interested in subject matter | | | | | |
| 39. Students are engaged in higher order learning | | | | | |

STRENGTHS: _____

AREAS FOR IMPROVEMENT: _____

PROBLEMS AND/OR CONFLICTS EXPERIENCED: _____

Days Absent 0 1 2 3 4 5



The teacher is a professional who demonstrates the knowledge, skills, and dispositions necessary to facilitate learning for all students in diverse settings. Within a Christian context which emphasizes the worth of the individual, the lifelong search for truth in an environment of free inquiry, and the ability of the human community to positively address societal needs and concerns, the Oklahoma Baptist University teacher education student develops the intellectual, social, and spiritual commitment that marks the professional teacher.

The level of proficiency will be calculated by doubling the total score of the mentor teacher, adding that score to the University Supervisor score, and dividing by three (3). A student teacher must score “Developing” or higher, to pass Student Teaching. The final evaluations will be utilized in the calculation.