TEACHER EDUCATION HANDBOOK

EDUCATOR PREPARATION PROGRAM

OKLAHOMA BAPTIST UNIVERSITY

HENRY F. MCCABE FAMILY SCHOOL OF EDUCATION

2023-2024 EDITION

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Preface

TEACHER EDUCATION

The content of this handbook and the policies and programs which underlie and are described herein may change at any time as some of the handbook material describes current accreditation standards and competencies which may be altered without notice. The material which describes the Teacher Education and Student Teaching Programs offered by Oklahoma Baptist University's Educator Preparation Program (EPP) may be changed at any time by the University. The University may modify or eliminate its programs, including, but not limited to, altering the requirements, modifying the criteria for admission into the various phases of the programs, and changing the procedures currently described. The University processes and policies that this handbook describes are to help the candidate understand the processes and policies the University currently follows. This handbook is reviewed and updated annually by the Partnership Subcommittee of the Teacher Education Committee (TEC). The Partnership Subcommittee of TEC consists of the Director of Teacher Education, Director of Field Placement, two practitioners, and at least two teacher education faculty members. The handbook is approved by the full TEC which also includes an opportunity for teacher candidate input.

A candidate must be admitted as an undergraduate to the University to be eligible to apply for admission to the University's EPP; similarly, a candidate must be fully admitted to the EPP before the candidate is eligible to apply for the Student Teaching Program. Admission in each instance is not a guarantee of further admission. A status of "admitted with conditions" at any level should be resolved as soon as possible and within the time limits allowed. Failure to resolve status issues can result in delays in enrollment in coursework, acceptance into the EPP or Student Teaching Program, obtainment of degree recommendation for certification, or dismissal from the Program.

The University's student conduct code and academic policies, as outlined in the OBU's Student Handbook, are fully applicable to all candidates engaged in the Education Preparation Program, whether the candidate is on or off campus. A candidate must remain in good standing within the University to remain eligible to pursue and complete an education degree.

The Henry F. McCabe Family School of Teacher Education has direct supervision of the Early Childhood, Elementary, Special Education, and secondary English, Mathematics, Science, and Social Studies Education programs. The School of Teacher Education also has oversight of the Instrumental and Vocal Music Education programs. All education programs are administrated in a manner consistent with the University's policy regarding illegal nondiscrimination. In compliance with Federal Law, including the provisions of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Oklahoma Baptist University does not

illegally discriminate on the basis of race, sex, religion, color, national or ethnic origin, disability, or military service in its administration of admission policies, scholarship, or loan programs; educational or athletic policies, programs, or activities; or other university administered programs or employment. 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 promptly. www.okbu.edu/student-life/student-services/disability-services.html

This handbook describes the licensure programs within the EPP and in doing so on occasion refers to teacher certification by states, especially the state of Oklahoma. The EPP does not warrant that the completion of a given licensure program will guarantee the candidate will pass state competency exams or otherwise qualify for certification. While the EPP will assist the candidate in planning his/her progress through the course of study and activities described in this handbook, it remains the candidate's responsibility to plan and achieve the requirements in a timely and satisfactory manner. This can easily be accomplished by following the four-year plan of study chosen with the help of the candidate's advisor and completing additional requirements within deadlines.

Society holds teachers to high standards and in high esteem as professional educators. Teaching is a profession and OBU faculty have a duty to guide and oversee candidates preparing to become successful professional educators who are eligible for certification. As candidates work toward completing the licensure program, University Supervisors and Faculty assess each candidate's academic performance and conduct using professional criteria to measure the candidate's preparedness to enter the profession of teaching. These assessments include reviews of the candidate's academic record and dispositional evaluation submitted by Faculty and Mentors Teachers.

If you have any questions or concerns, please contact:

Dr. Liz Justice, Director and Chair of McCabe Family School of Education (405) 585-4256

Dr. Kellie Young, Director of Field Experiences (405) 585-4258

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 Congress.

The Oklahoma Baptist University Teacher Education Program offers coursework for nine areas of teacher certification. These education programs are Early Childhood, Elementary, English, Instrumental Music, Mathematics, Science, Social Studies, Special Education, and Vocal Music.

During the 2022-23 school years, 27 candidates completed Oklahoma Baptist University's Teacher Education program. All candidates met the criteria for acceptance into the Teacher Education Program and graduated with Education Degrees.

The Oklahoma Baptist University Teacher Education Program maintains a high pass rate among teacher candidates taking the following competency-based tests. For the year 2022-23, Oklahoma Baptist University candidates took 40 and with an 76.8% pass rate.

The aggregated pass rate in each assessment area is:

Test Field 2022-2023	Number Tested	Pass Rate	Statewide Pass Rate
Oklahoma Subject Area Test (OSAT)	40	87.1%	76.8% including OGET scores. No pass rate for OSAT only available

The Praxis Performance Assessment for Teachers (PPAT) is the approved assessment for Oklahoma Teacher Certification for phasing out the OPTE for all levels. The Oklahoma Baptist University Teacher Education Program maintains a high pass rate among teacher candidates taking this performance assessment.

Test Field 2021-2022	Number Tested	Pass Rate	Statewide Pass Rate
Praxis Performance Assessment for Teachers (PPAT)	27	85.1%	

For further information on Title II data about Oklahoma Baptist University's Teacher Education Programs, please contact the Teacher Education Office: tina.nickerson@okbu.edu

Conceptual Framework of the Teacher Education Program

The Educator Preparation Program ensures that its Professional Education Programs are based on essential knowledge, established and current research findings, and sound professional practice.

Each professional program offered at Oklahoma Baptist University reflects a common set of assumptions concerning the nature of the successful beginning teacher. These assumptions have been distilled into a philosophy statement and general program goals which have been developed by the School of Teacher Education and are supported by essential knowledge taught through a liberal arts education, established and current research findings, and professional practice.

These goals are consistent with the standards and expectations of the Interstate Teacher Assessment and Support Consortium (InTASC) and Oklahoma Academic Standards. The intricacies and complexities of teaching cannot be reduced to content applied to knowledge and skills alone; effective teaching emanates from a teacher's disposition and Christian ethics, as well.

School of Teacher Education Program Goals:

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.

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.

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.

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 the discipline accessible and meaningful for learners to assure mastery of the content.

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.

Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their growth, to monitor learner progress, and to guide the teacher's and learner's decision-making

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.

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

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.

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.

Oklahoma Academic Standards - The teacher is familiar with and knows how to apply the Oklahoma Academic Standards appropriate to the subject area/grade level they are instructing.

The design of the curriculum for each program is consistent with the model developed by the Educator Preparation Program, and the objectives for each program are consistent with the general philosophy and goals established for the School of Teacher Education.

Each aspect of the teacher candidate's experience, the general education core, the studies in the teacher candidate's specialty area, and the professional studies and field experiences, coordinate positively with each other aspect so that each program constitutes a coherent whole that meets the goals established by the Educator Preparation Program.

As a completer of the Education Preparation Program, the beginning teacher understands and positively reflects the goals of the program. In addition, follow-up evaluations of and by program graduates, completed in the second through fifth years following graduation provide information concerning the performance and continued development of Oklahoma Baptist University graduates. Follow-up evaluations are completed by both the graduates and their respective administrator(s).

GLOSSARY OF TERMS

Field Experiences (FE) Program - Opportunities requiring FE Candidates to systematically observe and work with experienced mentor teachers in the teaching/learning process.

Mentor Teacher - Certified P-12 school faculty member of a cooperating school to whom a FE Candidate has been assigned for instruction.

University Supervisor - A representative from OBU (Oklahoma Baptist University), is responsible for supervising FE candidates or professors of the course requiring the FE assignment.

Accredited - An official endorsement of an institution's Educator Preparation Program by state and national accrediting agencies. The University's Educator Preparation Program is accredited by the Office of Educational Quality and Accountability (OEQA) and the Council for the Accreditation of Educator Preparation (CAEP).

Admit Status - Approval for admission to the Education Preparation Program and the Student Teaching Program may be stated as "admitted," "admitted with conditions," or "denied." Upon being "admitted with conditions," the candidate is given a deadline to complete the requirements for full admission. Requirements must be complete before a candidate will be allowed to enroll in methods courses or begin their student teaching experience. Candidates being "denied" must meet with the Director of the School of Education to discuss the reasons for the denial. Based on the reason for denial, the candidate will be presented with a list of requirements to complete before reapplying, or the candidate will be counseled out of a degree in education.

Candidate Preservice Assessment of Student Teaching (CPAST) - A formative and summative assessment is used to assess student teachers during their 14-week student teaching experience. The 21-row rubric has two subscales: pedagogy and dispositions, with detailed descriptors of observable, measurable behaviors, to guide scoring decisions. The CPAST will be utilized twice during the semester by the University Supervisor, the Mentor Teacher, and the Student Teacher to evaluate progress and set goals.

Certification - The process of granting certification to teach in elementary and/or secondary schools requires successful completion of all degree requirements in an approved accredited Educator Preparation Program, passing scores on required state certification examinations, and a clear background check on file with the State Department of Education. Teaching certificates are not issued automatically following completion of the degree program but must be acquired by following specific certification procedures.

Certification Examinations for Oklahoma Educators (CEOE) - Tests required for Oklahoma Certification - Oklahoma Subject Area Test (OSAT) and the Praxis Performance Assessment for Teachers (PPAT).

Certification Programs-Degree Sheets - Oklahoma Baptist University's list of courses that are required for each certification program prepares candidates for his/her teaching certification.

Cooperating Administrator - Administrative personnel, (usually the principal), that facilitates the OBU Field Experiences Program in the school setting where an FE Candidate has been assigned.

Cooperating School - A public or non-public school accredited by the Oklahoma State Board of Education (note controlled or supported by a university), which provides facilities for observation, participation, and/or teaching in cooperation with a university teacher education program.

Director of Field Experiences (FE) - Person designated Oklahoma Baptist University with administrative responsibility for organizing and coordinating the School of Teacher Education's Field Experiences and Student Teaching assignments.

Director of Teacher Education - Person designated by Oklahoma Baptist University as the coordinator and administrator of the Educator Preparation Program.

Early Childhood Education (ECED) - Program which prepares candidates for certification to teach pre-kindergarten through third grades.

Educator Preparation Program (EPP) - A carefully sequenced program designed to prepare candidates for teacher certification in a licensure area.

Elementary Education (ELED) - Program which prepares candidates for certification to teach first through eighth grades.

Faculty Interview Panel - Team of at least two Oklahoma Baptist University Teacher Education Faculty members or Administrators who serve as a panel to interview the applicants to the Educator Preparation Program and make subsequent recommendations to the Teacher Education Committee.

Field Experiences (FE) Program - Opportunities requiring FE Candidates to systematically observe and work with experienced teachers in the teaching/learning process.

P-12 Education (INED, VCED, SPED) - Programs that prepare candidates for certification to teach Music (both Instrumental & Vocal) or Special Education (Mild/ Moderate Disabilities) at any level from pre-kindergarten through twelfth grades.

Praxis Performance Assessment for Teachers (PPAT) - The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher. The assessment is an Oklahoma certification requirement that is completed during Student Teaching. The PPAT identifies strengths and areas for improvement of practice, allowing Student

Teachers to continually refine their teaching practices and to contribute to a development plan for professional growth.

Secondary Education (ENED, MEDU, SCED, SSED) - Programs that prepares candidates for certification to teach specific subject areas (English, Math, Science, & Social Studies) in secondary schools, sixth through twelfth grades.

Student Teaching (ST) Program -Professional Experience of the Professional Education Sequence. The application must be submitted, and specific requirements met to be admitted into the Student Teaching Program.

Teacher Education (TE) Candidate - A student who has applied to the Educator Preparation Program and been accepted unconditionally, to continue working toward a major/minor degree in Education.

Teacher Education Committee (TEC) - Committee responsible for all matters of Teacher Education policies, procedures, and standards regarding curriculum, admission, and recommendation of candidates to the programs.

Objectives of Teacher Education Program

Development of objectives

Educator Preparation Programs at Oklahoma Baptist University are informed by the competencies set forth by the specialized professional associations and accreditation bodies within each licensure area as well as input from practitioners, candidates, and graduates. The objectives for the Educator Preparation Program were first developed and approved by the Teacher Education Committee in the spring semester of 1970. Since that time, numerous revisions have been made as standards and needs of the profession have evolved.

Statement of basic objectives

The basic objectives of the Educator Preparation Program at Oklahoma Baptist University are to identify specifically the knowledge, skills, and dispositions which prepare and assist the candidate to function as a professional and achieve optimum development of those unique and variable qualities found in each individual.

Graduates of Oklahoma Baptist University who attain teacher certification have more than a teaching methodology; they also have a notable dedication to their profession. Oklahoma Baptist University believes this dedication is developed naturally in its environment of Christian culture.

Criteria for Teacher Education Program

1. Have a GPA of 2.5 or higher
2. Must meet general education content knowledge in one the following ways:
   - Verified 3.0 GPA (Grade Point Average) or higher on a 4.0 scale in all general education courses *__OR__*
   - Verified total score of at least 240 on the Oklahoma General Education Test (OGET), *__OR__*
   - Verified ACT composite score of at least 22 and have completed a scorable ACT writing component, *__OR__*
   - Verified SAT score of at least 1120 including at least a 5 on writing, at least a 5 on reading, and at least a 4 on analysis.
3. Successful completion of the freshman year (30 hours).
4. Completion of an application for Teacher Education, generally during the sophomore year. The online application is found and submitted from the Teacher Education webpage. (Applications must be submitted for approval before the beginning of the junior year).
5. Completion of the English Composition courses (ENGL 1153/1163) with grades of at least a "C". Should a candidate earn an unsatisfactory grade in any of these courses, he/she must repeat the course and earn a grade of at least "C."

6.	A video that expresses interest in teaching as demonstrated by descriptions of prior experiences and activities is required as part of the application process and should be sent to teacher.education@okbu.edu.
7.	An interview showing evidence of personal traits that suggest the potential for working with youth, with parents, and with the other constituencies of a teacher.
8.	Recommendations from the faculty advisor and two other college professors who know the candidate. Evaluations indicating concerns regarding the applicant's readiness for the program can be a basis for non-Admittance.
9.	A written positive assessment from the faculty team of "interviewers".

It should be noted that all candidates accepted into the Oklahoma Baptist University Educator Preparation Program are required to maintain a 2.5 GPA or better. If following admission, the GPA drops below 2.5, the candidate will be placed on probation to continue in Teacher Education courses for one (1) semester. If, however, at the end of the following semester, the candidate has not achieved a 2.5 GPA, he/she will be dropped from the Educator Preparation Program.

Application Process

All candidates must apply to the Educator Preparation Program. Instructions for applying to the Educator Preparation Program are available online:

https://www.okbu.edu/education/application.html

The completed application must be submitted to the Teacher Education office by 5:00 p.m. on September 15th for the fall semester and February 15th for the spring semester. The applicant is to apply after 25 - 30 hours and the recommendation of the academic advisor.

The application should be carefully read, and all instructions followed. Details of required documentation to be submitted with the application are listed on the application and include a video describing experiences that will contribute to your effectiveness as a teacher, proof of passing completed coursework, and GPA or testing requirements. After submission to the Teacher Education office, the application and accompanying paperwork become a part of the Teacher Education candidate's record on file.

Three (3) faculty evaluation forms are included in the Teacher Education application packet and are required for each applicant. One must be filled out by the applicant's advisor, and the other two by the faculty listed on the application as references. Before an applicant places an Oklahoma Baptist University faculty member's name on the application as a reference, the applicant must meet personally with the faculty member to obtain permission. These evaluation forms will be submitted to the Teacher Education Office by the faculty members. These evaluations will be part of the consideration, and negative evaluations can result in non-admittance to the program.

At the time the application is submitted to the Teacher Education office, the applicant should register for a personal "interview" which will be conducted by a panel of Oklahoma Baptist University faculty or administration who represent the Teacher Education Committee. The panel will submit a written assessment of the applicant's traits observed during the "interview" that speaks to the candidate's potential for working with youth, parents, and other constituents with which teachers might interact. This will also become a part of the applicant's file and will be reviewed by the Teacher Education Committee during the admission process.

Following the submission of a completed application (with all accompanying documentation), the applicant's record is referred to the Teacher Education Committee for official action. The candidate will be notified of the final decision of the Teacher Education Committee by the Teacher Education office.

Transfer and Non-Traditional Candidate Process

Transfer students who were previously accepted into an Oklahoma Educator Preparation Program are automatically accepted into OBU's program; however, they must provide documentation. Transfer students from out-of-state four-year CAEP accredited institutions are automatically accepted into OBU's program providing they have documentation of previous acceptance. Further details are below. Second-degree seeking students, declaring an education major, must meet the criteria previously delineated for the typical undergraduate teacher candidate. Further details are below.

Transfer Candidate

A transfer candidate who has never been admitted to an Educator Preparation Program must apply for admission immediately after enrollment in the university provided, that he/she has completed 30 hours and is classified as a sophomore or higher.

A transfer candidate of sophomore standing or above who seeks teacher certification at Oklahoma Baptist University and has not applied to an Educator Preparation Program at any other university must apply to the Educator Preparation Program at the time he/she enters the university. The following stipulations may be applied when a candidate moves from one institution to another:

1. If the candidate has been admitted to a CAEP accredited Educator Preparation Program and completed all requirements for certification at the former university, it will not be necessary for that candidate to re-apply for admission. Documentation of acceptance must be provided.

2. If the candidate has been admitted at another institution but did not complete a program, he/she could be required to re-apply for admission and meet the admission requirements of Oklahoma Baptist University. The Director of Teacher Education will determine if admission requirements from the other institution are aligned with Oklahoma Baptist University's requirements. If not, the candidate will be required to reapply and meet all existing admission requirements. Grades

earned at the previous institution(s) and accepted as transfer courses may be used for determining requisite grade point averages.

NOTE: The Oklahoma Baptist University School of Teacher Education will require the applicant to have documentation from the previous institution(s) indicating the candidate's admission status. The previous institution may send a completed "admission status" form indicating which of the state or institutional admission criteria have been met by the candidate. The letter and completed form will be used by the Teacher Education Committee in considering the candidate's admittance to the OBU Education Preparation Program.

Non-Traditional Candidate

A non-traditional candidate is an applicant seeking a second degree in Teacher Education, or a candidate who is returning to college after an interruption to their academic studies.

An Oklahoma Baptist University graduate, or graduate of another university, seeking a second degree in Teacher Education, whether full-time or part-time, will need to meet with the Director of Teacher Education. The plan of study the graduate will follow will vary depending on the previous degree earned.

For the applicant returning to college to seek a degree in education after a short interruption, if he/she has completed thirty (30) semester hours of college credit in an accredited institution of higher education within the last five (5) years before the application for admission to Teacher Education, an alternative to the 2.5 GPA requirement may be used as criteria for admission into Teacher Education. Such a candidate may be admitted provided he/she meets the following:

A.   A grade point average of 3.0 in the last thirty (30) semester hours of college work

B.   Meets all other criteria listed for admission to Teacher Education.

Admit Status and Time Limit Policy

The Education Preparation Program candidate must understand the terminology and policies involved with admission to the Teacher Education Program. The responsibility of full admit status to the Teacher Education Program and being able to continue in the program falls on the candidate. The candidate is required to provide proof to the Teacher Education Office of completing requirements within the time limits established by the Teacher Education Committee.

Admit Status:

An email notification of admission status is sent to each candidate from the Teacher Education Office. While it is preferred that an applicant be ready for admission at the time of application and plans of study are designed with that goal in mind, this cannot always be the case. Candidates who are admitted with conditions have until the end of the next regular semester to meet all requirements necessary for admission.

When the application is received and reviewed, there are three possible options. First, if the applicant meets all requirements, the applicant will be admitted unconditionally. An unconditional admission status means the candidate may continue in the normal fashion. Regular meetings with the assigned advisor will help to ensure a timely progression through the program. Second, if the applicant meets some, but not all the requirements, the applicant can be admitted: "With Conditions". The applicant will not be allowed to take courses specified as methods courses requiring admission to Teacher Education Program by each department until all conditions have been met. The applicant has one semester to meet the missing requirements. Third, the application can be denied, depending upon the circumstances. In that case, the Director of Teacher Education will meet with the applicant, discuss the circumstances, and develop a plan to meet the requirements or consider another area of study. The applicant will need to reapply for the program once all requirements are met.

If a candidate is dissatisfied with a decision rendered by the Teacher Education Committee concerning an application to the Teacher Education or Student Teaching Program, he/she may appeal the decision of the Teacher Education Committee, provided he/she believes he/she has defensible grounds for appeal and can justify his/her position, by submitting a written request for reconsideration to the Director of Teacher Education. This appeal is presented in writing to the Candidate Qualifications Committee. Within the appeal, the candidate may request to appear in person before the Candidate Qualifications Committee. The Candidate Qualifications Committee submits the appeal and its recommendation to the Teacher Education Committee for a final decision. The Teacher Education Committee will hear the appeal, carefully weigh the facts, and either uphold or overrule the original decision. The candidate may then appeal against this decision under any applicable appeal or grievance policy available to the candidate per OBU's policy listed in the student handbook. https://www.okbu.edu/student-life/documents/student-handbook.pdf

Education Minor

A minor in Teacher Education provides an option for students who would like to receive basic knowledge, techniques, and methodologies of teaching derived from studies in Teacher Education while at the same time pursuing a degree in an area other than education.

A student wishing to obtain a minor in education must meet with the Director of Teacher Education for program planning. This plan will determine if the student needs to apply to the Teacher Education Program as determined by the courses in which the student chooses to enroll. For those seeking a minor who do need to apply to the Teacher Education Program, all requirements must be met for admission into the program including the gateway requiring a passing score on the OGET or the minimum requirements for ACT/SAT or GPA. All students seeking a minor in education must take and achieve a grade of a "C" or better in the following courses:

- EDUC 2012 Foundations of Education or EDUC 2113 Principles of Secondary Education
- EDUC 3013 Human Development or EDUC 3143 Adolescent Development
- EDUC 3203 Educational Psychology
- SPED 3023 Introduction to Exceptional Child

Six or seven additional hours of coursework in the School of Teacher Education, chosen after consultation with an advisor and/or the Director of Teacher Education, and appropriate to the student's interest, are required. A grade of a "C" or better is required in all courses in the minor. The education minor contract must be completed and filed in the Teacher Education Office and sent to the student's major advisor. Education minors are not allowed to participate in the Student Teaching Program.

Certification Exams

Specific Certification Examinations for Oklahoma Educators (CEOE) must be passed to obtain an Oklahoma State Teaching Certificate. The required tests include the appropriate Oklahoma Subject Area Test (OSAT) for the candidate's area of specialization and the Praxis Performance Assessment for Teachers (PPAT).

The OSAT is designed to assess subject-matter knowledge and skills. The OSAT is to be taken during the candidate's final year of coursework. Candidates are encouraged to complete this test following the completion of the methods courses relevant to their major, so content information is fresh. To receive initial certification, the candidate must pass the OSAT within the degree they acquire upon graduation. For example, an Elementary Education major must take the Elementary Education OSAT(s), or an English education major must take the English OSAT. Oklahoma Baptist University Educator Preparation Program is accredited to recommend graduates for certification in the following OSAT areas:

Advanced Mathematics (111)	Instrumental Music (201)
Biological Sciences (010)	Mild-Moderate Disabilities (129)
Early Childhood Education (205)	Elementary Education (150 & 151)
English (107)	US History/OK History/Gov/Economics (117)
Vocal/General Music (203)	

Once a candidate has passed the OSAT per their area of study, the candidate may take additional OSAT tests to add to their certificate. It is important to note, that this can only be done after the passing of the OSAT within the degree area.

Candidates should take the OSAT during their senior year, typically during their last semester of methods courses or during student teaching. Candidates should use the website below to find out more information and to register for the OSAT test(s). Candidates should check with advisors before taking the OSAT to verify that major subject area courses have been completed.

HTTPS://WWW.CEOE.NESINC.COM

The PPAT is designed to allow teacher candidates to demonstrate their performance during student teaching. It provides a professional growth plan template to guide test takers in using formative feedback to hone their skills—a reflective practice that will follow them throughout their teaching careers. The assessment has four tasks that focus on knowledge of students and the learning environment, assessing and data collection, and designing, implementing, and analyzing Instruction to promote student learning. Candidates can use the website below to find out more information and to register for the PPAT.

https://www.ets.org/ppa/test-takers/teachers/about

Professional Liability

The Educator Preparation Program at Oklahoma Baptist University requires all student teachers to provide documentation of liability insurance. This insurance protects our student teachers while they are in schools and is obtained through membership in a professional organization. OBU chooses to partner with the Professional Oklahoma Educators (POE) organization, but there are other options that candidates may choose to consider.

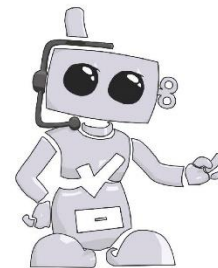http://www.professionaloklahomaeducators.org
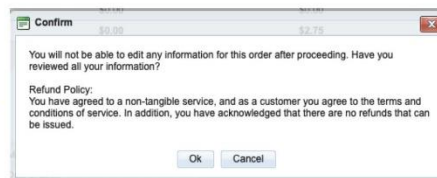
Background Check

TE candidates will be responsible for supplying a current copy of a passing background check prior to entry into any/all field experiences. Information concerning the background is below or may be obtained from TE advisors or in the Teacher Education Office. Background checks are good for one year; therefore, candidates will need to be sure they maintain a current background check on file in the Teacher Education Office.

How to set up your Complio account

1. Go to http://www.okbucompliance.com com to create your account by clicking on the "New Users" button.
2. Once you create your account, you will receive an email with an activation link.
   a. Follow this link to login to your account. If you do not click on the link, your account will not be activated
3. Click on the Get Started button to begin the ordering process
4. Select your Program of Study then click on "Load Packages"
   a. *Click on Teacher Education.*
5. Step 2 will ask you to confirm all details you entered when you created your account.
   a. This information will be used to run your criminal background check. It is imperative that you confirm that all details are correct. If you order incorrectly, you will have to place another order and a refund is not available.
   b. We encourage you to opt-in to receive Text notifications regarding your Complio account
6. Signing Forms
   a. Review the document and scroll down the bottom of the page where you will check the you've read and agree to the documentation. Using your mouse or track pad, sign your name and click Next to proceed. The form will refresh to show your signature in the form. You will click Next to move forward.
7. Order Review
   a. You will confirm your order on the Order Review page. Please double check your package selections as once you enter your payment information your order is not eligible for a refund. Please confirm your order before proceeding.

Click here to create your account!

You will choose from several packages. Please confirm with your school before ordering

Have you reviewed your order and in formation?

Student Organizations

Professional Oklahoma Educators - Students/candidates at Oklahoma Baptist University can join our Student Professional Oklahoma Educator (SPOE). Membership has many benefits, including liability insurance during your field experiences. SPOE will have regular meetings with informative guest speakers and hands-on activities. SPOE also periodically conducts certification test study sessions and engages in community service activities. For more information, contact the Teacher Education Office.

Student Council for Exceptional Children (SCEC) - Students/candidates at Oklahoma Baptist University who are majoring in Special Education host a Student Chapter of the Council for Exceptional Children. CEC is the largest international, non-profit organization that provides support and information for children with disabilities, their families, and those who work with these children.

The SCEC at OBU was formed in 2016, and membership is open to all majors. To become an official member of the CEC, one must join the national chapter of the CEC. However, one can join the Oklahoma Baptist University Student Chapter of the CEC by becoming a member of the Affiliate Program.

Kappa Delta Pi - Kappa Delta Pi (KDP) is an international honor society in education. The purpose of KDP is to promote excellence in and recognize outstanding contributions to education. The organization endeavors to maintain a high degree of professional fellowship among its members, quicken professional growth, and honor achievement in education work. Membership is based on high academic achievement, a commitment to education as a career, and a professional attitude that assures the member's steady growth in the field of education. Membership requirements include a minimum cumulative GPA of 3.0, admission to the Teacher Education Program, and the recommendation of faculty who are members of Kappa Delta Pi.

Application and Assessment Overview Timeline

Freshman Year	Sophomore Year	Junior Year	Senior Year (Student Teaching in Fall)	Senior Year (Student Teaching in Spring)
Look at the degree plan to see what the next 4 years will look like	Apply to Teacher Education (includes application and interview)	If Student Teaching in Fall of senior year—Complete Application for Student Teaching** by Feb. 15th A second disposition assessment will be completed with the application for student teaching – any dispositional concerns will be addressed with the candidate prior to student teaching	Fall- Complete Student Teaching and PPAT	Fall—Complete remaining courses on campus
Meet with advisor to create a tentative 4-year plan	Meet Teacher Education admission requirement academic gateway: Pass OGET **OR** ACT Composite of 22 plus a scored writing component **OR** 1120 SAT Composite including at least 5 on writing, 5 on	Take Methods Courses	Fall-End of Student Teaching—State Department of Education Background Check	Fall-Complete Application for Student Teaching** by Sept. 15th A second disposition assessment will be completed with the application for student teaching – any dispositional concerns will be addressed with the candidate prior to student teaching

	reading, and a 4 on analysis **OR** Overall GPA of 3.0 on a 4.0 scale			
Take Cornerstone of Teacher Education	Join a professional teacher organization*	If you meet all necessary requirements, join KDP*	Spring—Complete remaining courses	Late Fall -Recommend taking OSAT
	Disposition assessment completed in Foundations of Education – any concerns will be documented and shared with candidates' academic advisor		Spring-Recommend taking OSAT by mid-semester to receive scores before the end of the semester for job applications	Spring—Complete Student Teaching and PPAT
			Spring-Apply for Oklahoma Certification	Spring--End of Student Teaching—State Department of Education Background Check
			Spring-Complete graduation requirements	Spring-Apply for Oklahoma Certification
				Spring-Complete graduation requirements

*Optional, not required for graduation

** The current Oklahoma Baptist University Academic Catalog, see https://www.okbu.edu/catalog/index.html for an accurate listing of courses and their descriptions including pre-requisites. Candidates must be admitted unconditionally into the Teacher Education Program before applying to the Student Teaching Program.

The OSAT and PPAT are all required Certification Examinations for Oklahoma Educators (CEOE) to earn an Oklahoma teaching certificate.

Field Experience Section

Field Experiences Program Overview for ALL Education Majors

Early Childhood Education, Elementary Education, Special Education, Secondary Education: English, Math, Science, Social Studies, and K-12 Instrumental Music and Vocal Music)

The Field Experiences (FE) Program is a vital component in the pre-service preparation of FE Candidates. During the FE assignment, candidates begin to learn about schools in action. Although the FE Program cannot present a total picture of what is involved in teaching, it combines with the Student Teaching Program to create a solid foundation on which a successful teaching career can be based.

The purposes of the FE assignments are to provide FE Candidates with opportunities to systematically observe experienced teachers in authentic classroom settings and to actively involve the FE Candidate in the teaching/learning process. The induction of the FE Candidate into the schools should be planned and guided by the Mentor Teacher in keeping with the FE Candidate's level of ability and readiness. Opportunities to observe and work with students with special needs, such as students with disabilities or those at risk, are given in association with various education classes.

The objectives and activities of the FE Program are closely related to those of the Student Teaching Program because they are based on the more extensive objectives of student teaching and the goals of the university. FE Candidates begin developing skills, knowledge, and dispositions that will be expanded and refined during the student teaching experience.

In addition to the following recommended procedures for Mentor Teachers and the checklist for FE Candidates outlined in the handbook, university supervisors and faculty will furnish the FE Candidates and Mentor Teachers with a written description of specific assignments and activities to be completed during the FE assignment. Sign-in sheets and evaluation forms are housed in the Teacher Education Office. FE Candidates are encouraged to discuss their course assignments with the Mentor Teacher(s).

Organization and Objectives for Field Experience Programs

Early Childhood Education (P-3rd grade) and Elementary Education (1st-8th grade)

The FE Program for Early Childhood Education and Elementary Education, being programs that cover several of the same grade levels, overlap in organization of FE hours.

Course Code and Title			Number of FE Hours
EDUC	1051	Cornerstone of Teacher Education	5
EDUC	2012	Foundations of Education	15
SPED	3023	Introduction to Children with Exceptionalities	20
EDUC	3502	Principles of Middle School (Elementary Education only)	10
ECED	2082	Intro to Early Childhood Education	5
*ECED	4213	Methods Mathematics P-3	5
*ELED	4113	Literacy 4-8: Reading to Learn	25
*ELED	L4133	Literacy 4-8: Reading Clinical	
*ELED	4233	Literacy: Assessment and Intervention	12
*ELED	L4233	Literacy: Assessment and Intervention Practicum	
*ELED	4223	Methods Mathematics 4-8	5
		Total Number of FE Hours	102 Elem. Ed 92 Early Childhood

*Admission to Teacher Education Program required for enrollment in these courses

Objectives of Early Childhood Education and Elementary Education

Objectives for the FE Program are based upon the more extensive objectives of the Student Teaching Program and the goals of the university. FE hour total listed in the previous chart are completed prior to admission to the Student Teaching Program except for those associated with the ELED 4233 and ELED L4233 Literacy: Assessment and Intervention and Literacy: Assessment and Intervention Practicum, which may be completed before or after student teaching. Candidates participating in various FE assignments will build a foundation for integration of OBU's Philosophy and Goals Statement as defined by the School of Teacher Education, and the basis of their lifetime career in teaching.

The broad goals and objectives of the FE Program as pertains to Early Childhood and Elementary Education are as follows:

A. **Developing awareness and commitment to teaching**—The depth and degree of this commitment, like dispositions and feelings about teaching, are determined by the FE candidate's personal values and goals. The candidate's use of self as an effective instrument in establishing a helping relationship will result in:
- Remaining open and flexible
- Interrelating effectively with other people
- Utilizing one's own personal creatively
- Retaining one's individuality and autonomy within the larger group

- Combining these skills contributes to the development of a positive outlook of self and others

B. **Developing a reflective practice**—A reflective candidate is developed by initially through observing students, data, planning, and his/her curriculum with specific purposes in mind and by bringing to these learning situations the knowledge acquired in the theoretical phase of the preparation program. A reflective candidate as a future teacher begins to analyze why students act and react the way they do in the learning environment.

C. **Developing selected teaching skills**—The development of teaching skills is best accomplished in the context of the real situation in the classroom. FE Candidates begin by working informally with individuals or small groups of students. As the semester progresses, candidates plan, deliver, and evaluate teaching experiences of selected skills and concepts with small groups of students and/or the entire class.

D. **Developing an awareness of the role of the teacher**—This involves identifying with the teacher in various roles: as a facilitator of learning through direct and indirect instruction, counselor, a mediator of the culture, link with the community, member of the staff, and member of the profession.

E. **Developing dispositions of a professional**—This involves instruction, practice, and application of dispositions to becoming an effective professional educator including a variety of disposition areas such as oral communication, written communication, punctuality, attitude, etc. A full list of disposition areas can be found on the Disposition Evaluation and accompanying rubric in Appendix F.

Special Education, Early Childhood or Elementary Education Tracks (P-12th grade)

Course Code and Title			Number of FE Hours
EDUC	1051	Cornerstone of Teacher Education	5
EDUC	2012	Foundations of Education	15
SPED	3023	Introduction to Children with Exceptionalities	20
EDUC	3502	Principles of Middle School (Elementary Education only)	10
ECED	2082	Intro to Early Childhood Education	5
*ECED	4213	Methods Mathematics P-3	5
*ELED *ELED	4113 L4113	Literacy 4-8: Reading to Learn Literacy 4-8: Reading Clinical	25
*ELED *ELED	4233 L4233	Literacy: Assessment and Intervention Literacy: Assessment and Intervention Practicum	12
*ELED	4223	Methods Mathematics 4-8	5
*SPED	3503	Secondary Mild/Moderate Methods	30
*SPED	3513	Early and Elementary Mild/Mod Methods	30
Total Number of FE Hours			162 Sped/Elem. Ed 152 Sped/Early Childhood

*Admission to Teacher Education Program is required for enrollment in these courses

Objectives of Special Education Programs

Objectives for the FE Program are based upon the more extensive objectives of the Student Teaching Program and the goals of the university. FE hour total listed in the previous chart is completed prior to admission to the Student Teaching Program except for those associated with the ELED 4233 and ELED L4233 Literacy: Assessment and Intervention and Literacy: Assessment and Intervention. Candidates participating in various FE assignments will build a foundation for integration of OBU's Philosophy and Goals Statement as defined by the School of Teacher Education, and the basis of their lifetime career in teaching.

The broad goals and objectives of the FE Program as pertains to Special Education are as follows:
A. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities
B. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination
C. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities
D. Use multiple methods of assessment and data sources in making educational decisions
E. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities
F. Use foundational knowledge of the field and its professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, and advance the profession
G. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences

Secondary Education—English, Math, Science, and Social Studies (6th-12th grade)

Course Code and Title			Number of FE Hours
EDUC	1051	Cornerstone of Teacher Education	5
EDUC	2113	Principals of Secondary Education	25
SPED	3023	Introduction to Children with Exceptionalities	20
EDUC	3502	Principles of Middle School	10
*EDUC	3983	Special Methods of Teaching Secondary	25
		Total Number of FE Hours	85

*Admission to Teacher Education Program required for enrollment in this course

Instrumental Music Education and Vocal Music Education (P-12th grade)

Course Code and Title			Number of FE Hours
MUCL	1052	Intro to Music Education	15
SPED	3023	Introduction to Children with Exceptionalities	20
*MUCL	3403	Elementary/General Music Methods	20
*MUCL	3422	Marching Band Techniques	*10
*MUCL	4423	Secondary Vocal or Secondary Instrumental	20
		Total Number of FE Hours	80 minimum*

*Admission to Teacher Education Program required for enrollment in this course

MUCL 1052 - Intro to Music Ed – 15 hours of observation
MUCL 4413 - Elementary/General Music Methods – 20 hours of observation
MUCL 4423 - Secondary Vocal OR Secondary Instrumental – 20 hours of observation
MUCL 3422 – Marching Band Techniques – 10 hours of observation

Objectives of Secondary Education and Music Education Programs

Objectives for the FE Program are based upon the more extensive objectives of the Student Teaching Program and the goals of the university. FE hour total listed in the previous chart is completed prior to admission to the Student Teaching Program except for those associated with the ELED 4233 and ELED L4233 Literacy: Assessment and Intervention and Literacy: Assessment and Intervention Practicum which may be completed before or after student teaching. The Children with Exceptionalities practicum may also be completed before or after student teaching. Candidates participating in various FE assignments will build a foundation for the integration of OBU's Philosophy and Goals Statement as defined by the School of Teacher Education, and the basis of their lifetime career in teaching. Music Education Candidate must now complete all their course work, except in special cases, before student teaching. They are taking a theory course during student teaching to ensure they have their 12 hours. Many also continue to take lessons and give a recital as well but it is not required.

Within the limited time available, it is intended that the FE Candidate will develop the following dispositions:

A. Advocating for the learning of all students
B. Providing equitable experiences for everyone involved
C. Demonstrates empathy
D. Demonstrates open-mindedness
E. Takes responsibility for learner growth
F. Shows flexibility when appropriate
G. Has a positive attitude
H. Shows integrity
I. Is dedicated
J. Shows reflectiveness
K. Exhibits critical thinking/problem solving skills

L. Reviews and revises decisions based on evidence
M. Shows willingness to learn
N. Takes advantage of professional growth opportunities
O. Works collaboratively with families
P. Works collaboratively with colleagues and other professionals

Responsibilities of the Field Experience Candidate

As Teacher Candidates enter OBU's partner P-12 schools, it is important candidates understand their roles and responsibilities during field experiences. Teaching is challenging and rewarding work. Careful preparation is always made by a competent, experienced teacher. Even though such planning is not always visible to the casual observer, it will become apparent as Teacher Candidates work closely with Mentor Teachers during field experiences. There is no single thing that candidates can do to contribute more to success as a future educator than participating in a variety of diverse field experiences.

Expectations for Field Experience Program

Teacher education candidates should remember that they are a guest of the school to which they are assigned and that the principal and the teachers give of their time and energy without financial compensation. The behavior of the candidates should always reflect professionalism and appreciation for this opportunity.

The candidate's attire should be professional and in good taste. Candidates are expected to follow the dress pattern set by most of the faculty.

Candidates should not bring in digital devices such as cell phones or electronic tablets that will distract from active participation in the learning process. Candidates will be recognized by students, teachers, and some of the community as a representative of Oklahoma Baptist University. During the field experience, candidates are expected to be a credit to the University and to what it represents.

At some point in the semester, the Mentor Teacher might be absent. In such a case, candidates are not allowed to function as paid substitutes, nor is it allowable to maintain the classroom with no supervision. While candidates can still be active in the classroom, the school is obligated to hire a substitute. Candidates will need to converse with the substitute regarding how to handle the classroom.

Each candidate is responsible for his/her own transportation to field experience placements.

Role of the Field Experience Candidate

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. Maintain reflective journals and/or assignments as required by the individual course instructor
11. Comply with site professional dress code
12. Adhere to the attendance policy of the P-12 school and the OBU FE Attendance Policy

Criteria for Selection of Mentor Teachers and Schools

Accredited school systems that are contacted and asked to enter into cooperative agreements with OBU for the placement of field experiences in their elementary and/or secondary schools must be:

1. Willing and able to provide instruction, curricula, and facilities to support field experience candidates per the agreed upon and signed Memorandum of Understanding (MOU) which is housed in the teacher education electronic files.
2. Provide qualified Mentor Teachers that meet the following criteria:
    a. Comply with the program policies, philosophy, and goals prescribed by Oklahoma Baptist University and the McCabe Family School of Teacher Education
    b. Receive favorable recommendations from the P-12 School Administrator.
    c. Have proven ability through professional evaluations as a competent classroom teacher
    d. Completed a minimum of three (3) years of classroom teaching experience with at least one (1) semester at the grade level of the Student Teaching assignment. Holding a master's degree or higher is preferred, but not mandatory
    e. Possess professional and ethical dispositions; encourage and lead the teacher education candidates to uphold the same
    f. Incorporate knowledge of the Oklahoma Academic Standards (OAS) for the assigned grade and/or subject level
    g. Incorporate knowledge of Council for Exceptional Children (CEC) standards and competencies (Special Education Mentor Teachers only)

The Director of FE is responsible for making formal contact and final arrangements for FE 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

The Field Experience Mentor Teacher is an experienced professional teacher who can share his/her commitment to students and teaching. The FE Mentor Teacher functions as a model for the FE Candidates who are working to develop the knowledge, skills, and dispositions of an effective educator. He/she provides an environment in which the Mentor Teacher and FE Candidate can work together to increase the educational benefits for students.

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

1. Provides opportunities for the FE Candidate to observe, participate, and teach in the classroom as required by the level of observation/practicum.
2. Provides ongoing feedback, both verbal and written to the FE Candidate on the effectiveness of the FE Candidate's activities.
3. Provides the setting for specific field experiences required for the FE Candidate in the professional core courses.
4. Works with the OBU McCabe School of Teacher Education in preparing Teacher Candidates for Student Teaching.
5. Communicates concerns about the FE candidate's knowledge, skills, and/or dispositions immediately to a University Supervisor or the Director of FE.
6. Sends final evaluations of the FE candidate to the OBU Teacher Education Office.

Role of P-12 School/Cooperating Administrator

The Cooperating Administrator plays a significant role in facilitating and coordinating field experience candidates. He/she provides a positive environment for Teacher Candidates within the building, orients Mentor Teachers and other faculty to their role in the FE Program, orients Teacher Candidates concerning philosophy, policies, and regulations of the Cooperating School, and assists Teacher Candidates in becoming acquainted with the faulty, stays informed about the progress of Teacher Candidate's, and observes Teacher Candidates and provides feedback. The following list outlines the Cooperating Administrator's role regarding FE Teacher Candidates.

1. Accepts Teacher Candidates as part of the total school experience
2. Allows Teacher Candidates to observe with enough freedom to encourage growth
3. Provides facilities that will enhance the training environment
4. Gives assistance and support to Teacher Candidates in the development of appropriate professional relationships with faculty, staff, students, and community
5. Works with University Supervisor and Mentor Teacher in helping meet the needs of Teacher Candidates
6. Communicates concerns about the FE candidate's knowledge, skills, and/or dispositions immediately to a University Supervisor or the Director of FE.
7. Communicates concerns about the FE candidate's knowledge, skills, and/or dispositions immediately to a University Supervisor or the Director of FE.

Role of University Supervisor

The University Supervisor is a representative of Oklahoma Baptist University, who is responsible for supervising the FE Candidate or is the professor of the course requiring the FE assignment. Guidelines of the FE will be outlined in the course syllabus.

Professional Liability

The McCabe Family School of Education at Oklahoma Baptist University requires that during the Student Teaching experience, ALL Teacher Candidates are covered by liability

insurance. This insurance protects Teacher Candidates while they are in schools. OBU's chosen liability insurance provider is Professional Oklahoma Educators (POE). In addition, each field experience candidate is encouraged to acquire liability insurance as he/she completes field experience prior to student teaching.

HTTP://WWW.Professionaloklahomaeducators.org

Field Experience Attendance Policy

Mandatory attendance will be required during the Field Experience placement. To fulfill the requirements for the specific course or practicum, as set forth by the McCabe Family School of Education, Teacher Candidates are expected to be present at their placement site on their assigned observation/practicum days. If school is in session and the mentor teacher is required to attend, then so is the field experience candidate.

Absences of more than two days require a personal conference with the Director of FE to arrange a schedule to make up for the days missed. For ANY absence you must electronically notify the following people: Mentor Teacher, Director of Field Experience, and University Supervisor. Failure to follow this policy may jeopardize your final grade and successful completion of the course.

Student Teaching Experience Section

PREFACE

OBU envisions the student teaching experience as a partnership between the institutional faculty, Student Teacher Candidates, Mentor Teachers, and Cooperating Schools and 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.

Mentor Teacher

Thank you for hosting a Student Teacher from Oklahoma Baptist University (OBU). As a Mentor Teacher, you can make a positive, professional impact on the Student Teacher, as well as the profession.

The School of Education Faculty and the Student Teachers value all suggestions, constructive criticism, helpful hints, and guidance in your role as Mentor Teacher. Please take a few moments with your student teacher each day to review their performance. This time of reflection with your guidance is invaluable to the continued professional growth of the Student Teacher. Please take time to review the Student Teacher section of the McCabe Family School of Teacher Education Handbook. The information will benefit both yourself and your Student Teacher.

Student Teacher

Be proactive in understanding your role, your Mentor Teacher's role, and your University 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.

University Supervisors

Please take time to review the contents of the Student Teaching section of the McCabe Family School of Teacher Education Handbook. Your role in the student teaching process is invaluable as a liaison and a supervisor.

If you have any questions or concerns, please contact:

Dr. Kellie Young, Director of Field Experiences (405) 585-4258

Dr. Liz Justice, Director and Chair of McCabe Family School of Education (405) 585-4256

Criteria for Student Teaching Program

In addition to the pre-requisite coursework of the Student Teaching Program listed on the pre-requisite coursework sheet included in the ST Application packet, applicants are expected to meet all the following conditions for admission to the ST Program.

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 a GPA of 3.0 in the area of specialization.
5. Maintenance of an overall GPA of 2.5.
6. Completed Disposition Form from the applicant's advisor.
7. Evaluations from three professors (other than the candidate's advisor) who know the candidate.
8. Verification of degree progress by Teacher Education Office through Degree Works.
9. Recommendation by the Director of Teacher Education (evidenced by the signature of the Director on the application).
10. Current passing background check information on file.

*Candidates MAY NOT be admitted to Student Teaching Program if recommendations are not considered Satisfactory

The 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 a 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 a 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 and 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 the attendance policy of the site and OBU Student Teaching policy.

Responsibilities of the University Supervisor

- Completes required CPAST online training. (First time, University Supervisors successfully complete full training. Experienced University Supervisors successfully complete follow-up CPAST training. Successful completion is determined by the developers
  of the CPAST online training.)
- Observes student teacher a minimum of four times during student teaching. (Two visits prior to midterm and two visits post midterm)
- Completes the CPAST once at midterm based on at least two visits and facilitates consensus meeting with Mentor Teacher and Student Teacher to reach a consensus score for Midterm CPAST.
- Submits Midterm CPAST Consensus score report to Director of Field Placement
- by the given date with appropriate demographic information and signatures.
- Completes the CPAST once at end of student teaching based on at least two visits and facilitates consensus meeting with Mentor Teacher and Student Teacher to reach a consensus score for Final CPAST.
- Submits Final CPAST Consensus score report to Director of Field Placement by the given due date with appropriate demographic information and signatures.
- Reads and provides feedback on TEACH prompts submitted via CANVAS in a timely manner.
- Provides actionable feedback to guide development of knowledge, skills, and dispositions of Student Teacher.
- Communicates regularly with the Mentor Teacher and Student Teacher to identify needs and facilitate as appropriate to benefit the growth of the Student Teacher in his or her efforts to impact student learning and develop professional dispositions for interactions with students, families, and colleagues.

Early Release

In unique circumstances a teacher candidate may be offered employment during the semester in which he or she student teaches. At the request of the hiring administrator, early release from student teaching may be granted once the candidate has completed the 12 full weeks of student teaching required by the State of Oklahoma. The original 12-week student teaching experience must be completed in the classroom with and under the direction of his or her mentor teacher. If the candidate successfully completes the 12-weeks and meets the following expectations, he or she may be eligible for early release.

Requirements for Early Release

- Candidate must have a job pending early release
- Candidate must demonstrate growth on CPAST from midterm to final and/or no overarching areas of concern on the final CPAST
- Candidate must submit the complete PPAT before leaving the initial placement
- The hiring administrator must contact the EPP and request early release for the candidate

Once these four requirements are met the Director/Chair of Teacher Education, Field Experience Coordinator, Administrator, Mentor Teacher, and University Supervisor will meet to make a final decision on the candidate's readiness to have sole responsibility for a classroom of students. If early release is granted, then the EPP will count the first two weeks in the job placement as the final two weeks of student teaching to fulfill the 14 weeks required by the EPP.

STUDENT TEACHING SYLLABUS

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

REQUIRED MATERIAL:

McCabe Family School of Education Handbook with focused attention to the Student Teaching section

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 4743 Pedagogy and Assessment Seminar and EDUC 4731 Instructional Strategies for Students with Exceptionalities

COURSE OBJECTIVES:

KNOWLEDGE
To recognize theory in practice.
1. To develop an awareness of the many resources available in the school setting and in the community.
2. Through analysis/reflection, develop a desire to become a lifelong learner.
3. 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 it in the classroom.
3. To develop skills in collaborating with a variety of colleagues.
4. To develop skills 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 skills in facilitating positive student behavior using effective behavior management strategies.
10. To demonstrate the ability to communicate both verbally and non-verbally with educators and parents.
11. To develop skills in evaluating personal instructional and management effectiveness.
12. To apply knowledge of the 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 a 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)
9. Exhibits social and emotional intelligence to promote personal and educational goals/stability. InTASC: 9(l); 10(N,Q)

REQUIREMENTS FOR STUDENT TEACHING:
Listed below are components of student teaching which must be met for successful completion of the experience.
1. Lesson Plans: ST will prepare lesson 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. The four lesson plans used for delivery of instruction during the University Supervisor observation should be uploaded to CANVAS by the student teacher. The University Supervisor will verify the satisfactory completion of lesson plans uploaded to CANVAS. 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 self, Mentor Teacher, and University Supervisor using the CPAST Candidate Preservice Assessment of

Student Teacher (Appendix E). This tool assesses the growth and development of the ST during the entire placement.

3. <u>TEACH Prompt</u>: ST **must submit a TEACH prompt every other week (**submitted on canvas by midnight on Sunday) during the entire experience.

4. <u>Student Teaching Seminars</u>: Mandatory attendance on professional development days is required prior to the start of student teaching. An overview of student teaching expectations will be covered, followed by sessions on confidentiality, bullying, bloodborne pathogens, dyslexia, trauma-based interventions, and social media.

5. <u>Faith Integration Reflection:</u> All STs are expected to reflect on the integration of faith and learning during the ST experience. ST will reflect on the influence of his/her faith and personal values regarding the teaching profession and his/her future career as an educator

6. <u>Eligibility/IEP meeting (Requirement for SPED majors only; other majors are encouraged)</u>: Given parent permission, each Student Teacher will observe at least one eligibility meeting and one IEP meeting.

7. <u>Attendance</u>: Failure to participate, or complete any part of the expected criteria, may result in a failure to complete the student teaching. ST must adhere to and follow the school site schedule, not OBUs.

8. <u>Background check</u>: A current background check must be on file prior to the student teaching experience. ST must provide proof of current background check.

GRADING CRITERIA:		
Detailed Lesson Plans	10 points each	4 plans assessed by Mentor Teacher and University Supervisor
TEACH Prompts	10 points each	100% of TEACH prompts are required
Faith Integration Reflection	10 points	Completion of Reflection
Mandatory Attendance	100 points	Attendance at seminars and ST placement(s) - 2 absences are allowed per the ST attendance policy
Midterm and Final Evaluation	15 points each	Must show growth from the midterm to final evaluation on the CPAST assessment

You must complete/achieve each of the above criteria to receive an "S" in Student Teaching, which is required to successfully complete the student teaching experience. Student Teaching grades are recorded on the OBU Student Teaching Canvas Page.

Professional Liability

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

HTTP://WWW.PROFESSIONALOKLAHOMAEDUCATORS.ORG

Attendance Policy

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

ST 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 School of TE has also agreed to allow two (2) additional days for attendance at a State or National Conference. Any days at conferences more than the first two (2) would also be included in the two (2) absences allowed. ST are required to attend class at OBU each week during student teaching. These courses will not be 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 University Supervisor. Failure to follow this policy could jeopardize your final grade 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. An ST, while serving an internship under the supervision of a certified teacher, is not to be assigned to be a replacement for a qualified teacher. In emergency situations, the school administrator may call the Director of Field Placement to discuss temporary options for an ST covering a classroom.

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

Use of Student Teachers as Substitutes

The Oklahoma State Department of Education has approved a revision in the OBU policy relative to the use of STs 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 Cooperating Administrator, Mentor Teacher, and OBU. The two components are:

1. When the Mentor Teacher is absent from the classroom covering, the OBU student teacher may be assigned to cover the 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 Cooperating Administrator makes all final decisions about the appropriateness of using the ST as a non-paid substitute for those three days.
2. STs 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 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. 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 Dr. Kellie Young, Director of Field Experiences (405) 585-4258

Responsibilities of the Student Teacher

Student teaching is the culminating phase of your pre-service preparation. During student teaching, 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 Educator Preparation Program at OBU advocates that every ST should be a reflective thinker. STs 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 needs 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 portion of the handbook is to help you define your role and responsibilities in student teaching. The activities and experiences suggested here are those in which the typical teacher engages. You may 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 a 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 that 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 an ST must be professional, at all times. Unprofessional conduct in the classroom, school, or any activities associated with student teaching may result in dismissal from student teaching. The ST must adhere to the requirements of the schools to which he/she is assigned pertaining to dress, identification, and sign-in/sign-out procedures. ST must dress professionally and always speak professionally.

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 Director of Field Experience is notified as early as possible where there is a concern that a student teacher is not meeting expectations or not progressing towards ST requirements. 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, or a separate meeting may be scheduled by the FE/ST Director with the Mentor Teacher.) The intervention plan outlines the requirements that must be met by the Teacher Candidate to improve performance and satisfactory complete student teaching (or an alternate plan for changing to a non-licensure track). The Teacher Candidate, Mentor Teacher, University Supervisor, and FE/ST Director must sign the intervention plan.

What must the Intervention Plan include?

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

What happens if ST Candidate refuses to sign the Intervention Plan?

The ST Candidate is responsible for all expectations outlined in the Intervention Plan, even if he/she does not agree to sign. Further, if the ST Candidate does not comply with the expectations of the Intervention Plan, he/she will be removed from the placement and a new placement will not be sought for the semester. This could result in a non-licensure track to graduation or the repeating of the student teaching semester.

What happens when there is no Intervention Plan?

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

What happens if ST Candidate is removed from the placement?

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

Will ST Candidate get credit for Student Teaching if removed from my Student Teaching placement?

No, if an ST Candidate is removed from his/her placement, at any time of the semester (even at the end), the candidate will not get credit for student teaching.

Social Media Guidelines

ST Candidates are expected to always maintain professional communication with P12 students during student teaching. Candidates should not interact with P12 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 P-12 students or school personnel, student work, identifiable anecdotes, etc. You should refrain from posting negative reflections directed toward the Mentor Teacher, University Supervisor, Cooperating School, school personnel, students, or students' families.

Pictures of P-12 students should only be taken if the appropriate permissions are obtained from the school and parents of P-12 students. Video lessons are required in the placement. ST 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/student-life/documents/student-handbook.pdf

Criteria for Selection of Mentor Teachers and Schools

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

1. Willing and able to provide instruction, curricula, and facilities deemed necessary to meet quality standards established for student teaching.
2. Located within a maximum fifty-mile (50) radius of the OBU campus, as outlined on the *50-mile radius policy* on the ST Application.
3. Different from the location that the ST Candidate attended as a student. This requirement encourages and creates diverse learning opportunities for the candidate than those previously experienced.

As originally defined in the Field Experiences section of this handbook qualified Mentor Teacher prospects should meet the following criteria:

1. Provides opportunities for the FE Candidate to observe, participate, and teach in the classroom as required by the level of observation/practicum.
2. Provides ongoing feedback, both verbal and written to the FE Candidate on the effectiveness of FE Candidate's activities.
3. Provides the setting for specific field experiences required for the FE Candidate in the professional core courses.
4. Works with the OBU McCabe School of Teacher Education in preparing Teacher Candidates for Student Teaching.
5. Communicates concerns about the FE candidate's knowledge, skills, and/or dispositions immediately to a University Supervisor or the Director of FE.
6. Sends final evaluations of the FE candidate to the OBU Teacher Education Office.

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 during Student Teaching

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, instructing 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 functions as a team working for the development of the student. 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 many 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 many opportunities for the ST to observe methods that are appropriate to the teaching profession.
    C. Assist the ST in developing a professional attitude in all 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 adequately planned before being permitted to teach.
9. Inform ST of progress and expectations, making constructive suggestions and criticisms, as necessary.
10. Ensure 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**.
11. Complete and submit midterm and final evaluation of the ST to the OBU TE Office following established procedures.

Role of the Cooperating Administrator

The Cooperating Administrator plays a particularly significant role in facilitating and coordinating Student Teaching. He/she provides a positive environment for STs within the building, orients faculty to their role in the Student Teaching program, orients STs concerning philosophy, policies, and regulations of the Cooperating School, assists STs in becoming acquainted with the faculty, stays informed about the progress of STs, observes STs, and provides feedback. The following list outlines the Cooperating Administrator's role regarding the STs:

1. Accept Teacher Candidates as part of the total school experience
2. Allow Teacher Candidates to observe with enough freedom to encourage growth
3. Provide facilities that will enhance the training environment
4. Give assistance and support to Teacher Candidates in the development of appropriate professional relationships with faculty, staff, students, and the community
5. Work with University Supervisor and Mentor Teacher in helping meet the needs of Teacher Candidates

Role of the University Supervisor

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

Throughout the semester, the University 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 or dispositional concerns, etc. The ST, Mentor Teacher, and the University Supervisor will meet individually and together during the semester to discuss the ST's progress, complete evaluation process requirements, and submit appropriate information and forms.

The University Supervisor visits the student teaching classroom a minimum of 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 the University Supervisor with a copy of the detailed lesson plan for each observation.

The University Supervisor is also expected to read and provide written feedback to Student Teacher via the TEACH Prompt assignment in CANVAS.

The University Supervisor is responsible for:
1. Coordinating the ST's learning experiences in cooperation with Cooperating School personnel.
2. Scheduling and conducting visits to observe the ST at least four (4) times during the student teaching placement experience, as well as completing and submitting to the Teacher Education Office appropriate observation, evaluation forms, and signature pages based on visits.
3. Conferring with the Mentor Teacher and the ST about strengths and weaknesses, classroom management, lesson planning, and long-range planning for units of study.
4. Reviewing and responding to bi-weekly TEACH prompts via CANVAS.
5. Attending scheduled ST orientation to (a) discuss common problems/questions the ST may have and (b) stress the development of professional attitudes toward teaching.
6. Helping maintain a file containing all anecdotal records, personal data, and recommendations about and for the ST.
7. Providing the TE Office with all completed information about the ST for purposes of state certification.

Appendix A: 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 drills?
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 salespeople 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 and sewing supplies, and 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. When a student has trouble, what procedures are in place for intervention?
29. What are the levels of inclusion practices?

Appendix B:SAMPLE DETAILED LESSON PLAN

NAME:

GRADE:

SUBJECT:

OBJECTIVE:

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

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 aid students in fully understand this lesson. Describe how you are going to activate these prior to this lesson.

INSTRUCTIONAL PROCEDURES:

1. Describe how you are going to launch the lesson.

2. Detailed description of the outline and flow of your lesson; including facilitating questions, formative assessment techniques, and guided practice.

3. 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.

Appendix C: OBU Teacher Candidate Weekly Contact

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, **please complete this template and upload it to CANVAS.** This should happen by Sunday evening of each week. Once uploaded to CANVAS your University Supervisor will read and provide feedback.

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

T	**Technology** *What digital technologies did you use this week? How did you use the technology? What did you learn about using technology? What needs do you have regarding technology?*
	Type Here
E	**Evaluate the Teaching and Learning in your class** *What did you teach? How effective were the lessons? Were students successful in making academic progress this week?*
	Type Here
A	**Aha Moments!** *What was/were your significant learning experience(s) about teaching, learners, yourself, etc. this week?*
	Type Here
C	**Classroom Management and Collaboration with Co-Operating Teacher** *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?*
	Type Here
H	**Habits of Teaching** *Right now, what do you need or want as a growing teacher?*
	Type Here

APPENDIX D: Student Teacher Request to Be Absent Form

Student teachers are expected to **always** perform their assigned responsibilities 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 Director of Field Experience 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: Dr. Kellie Young, for documentation.					

APPENDIX E: Missing Student Teaching Days Make-Up Form

As stated in the OBU Teacher Education Handbook, absences during student teaching beyond two (2) days will need to be made up.

On the lines below, provide date(s) missed, the dates the make-up occurred, and cooperating teacher signature.

This form must be turned back to Dr. Kellie Young, by the end of Student Teaching, or you will receive an "I" for the student teaching experience.

Date(s) Missed	Date(s) Made-up	Signature of Mentor Teacher

APPENDIX F: Student Teaching Attendance Contract

OKLAHOMA BAPTIST UNIVERSITY
Division of Teacher Education
Student Teaching Attendance Contract

OBU Teacher Education Candidates are required to complete 14 weeks of Student Teaching. When a candidate chooses to begin student teaching prior to the official OBU start date, these days can count towards the required 14 weeks required. To receive full credit for the required 14 weeks, the early contract dates must be documented below and signed by the candidate, the mentor teacher, and the university supervisor. This form must be turned in to the Director of Field Experiences prior to the completion of student teaching.

Candidate: _____ School Placement: _____

Dates completed prior to OBU start date: _____

_____

_____

Total number of days completed early: _____

Approved student teaching end date for candidate: _____

Signature of Teacher Candidate: _____ Date: _____

Signature of Mentor Teacher: _____ Date: _____

Signature of University Supervisor: _____ Date: _____

APPENDIX G: OBU Educator Preparation Intervention Plan

NOTE: The Director of Field Experience is notified as early as possible concerning any student teacher who is not making progress towards successful completion of the student teaching requirements. If merited and possible, a ***conference*** should be scheduled with the Teacher Candidate, University Supervisor, Director of Field Experience, and Director of Teacher Education, to develop an ***intervention plan***. (The Mentor Teacher may be included in the meeting, or a separate meeting may be scheduled by the Director of Field Experience with the Mentor Teacher.) The plan outlines the requirements that must be met by the Teacher Candidate to improve performance and earn a grade of C or above (or an alternate plan for changing to a non-licensure track). Teacher Candidate, Mentor Teacher, University Supervisor, and Director of Field Experience must sign the plan.

If the Teacher Candidate is removed from the student teaching placement (by request of either Oklahoma Baptist University College of Education or the P-12 Coopering 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 H: OBU STUDENT TEACHER ASSESSMENT

Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP)
Candidate Preservice Assessment of Student Teaching (CPAST)

Rubric and assignments may not be shared without permission

- [Pedagogy](#) Evaluation
- [Dispositions](#) Evaluation
- [Goals](#)

Pedagogy	Alignment	Dispositions	Alignment
Planning for Instruction and Assessment		**Professional Commitment and Behaviors**	
A. Focus for Learning: Standards and Objectives/Targets	InTASC 7a CAEP R1.3	**N. Participates in Professional Development**	InTASC 9b CAEP R1.4
B. Materials and Resources	InTASC 7b CAEP R1.3	**O. Demonstrates Effective Communication with Parents or Legal Guardians**	InTASC 10d CAEP R1.4
C. Assessment of P-12 Learning	InTASC 6b CAEP R1.3	**P. Demonstrates Punctuality**	InTASC 9o CAEP R1.4
	InTASC 2c CAEP R1.1	**Q. Meets Deadlines and Obligations**	InTASC 9o CAEP R1.4
D. Differentiated Methods		**R. Preparation**	InTASC 3d CAEP R1.1
Instructional Delivery		**Professional Relationships**	
E. Learning Target and Directions	InTASC 7c CAEP R1.3	**S. Collaboration**	InTASC 10b CAEP R1.4
F. Critical Thinking	InTASC 5d CAEP R1.2	**T. Advocacy to Meet the Needs of Learners or for the Teaching Profession**	InTASC 10j CAEP R1.4
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	InTASC 8b CAEP R1.3	**Critical Thinking and Reflective Practice**	
H. Digital Tools and Resources	InTASC 5l, 6i CAEP R1.2	**U. Responds Positively to Constructive Criticism**	InTASC 9n CAEP R1.4
I. Safe and Respectful Learning Environment	InTASC 3d CAEP R1.1		
Assessment			
J. Data-Guided Instruction	InTASC 6l CAEP R1.3		
K. Feedback to Learners	InTASC 6d CAEP R1.3		
L. Assessment Techniques	InTASC 7d CAEP R1.3		
Analysis of Teaching			
M. Connections to Research and Theory	CAEP R1.1		

Rubric and assignments may not be shared without permission

Appendix I: Pedagogy Evaluation

Student Teacher:_____   University Supervisor: _____

Cooperating Teacher/s: _____   Semester: _____ Date: _____

Directions – The form will be used ***twice*** during the course of the term and will be provided by the Program Coordinator to the University Supervisor, Cooperating Teacher, and Student Teacher.

Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)
1. Completes the evaluation in week 5 or 6 (Mid-term) of the student teaching experience AND in week 13 or 14 (Final)
2. Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference
1. Goals are set for the remainder of the student teaching experience
2. The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference
1. Suggestions and comments are made to assist in the transition to teaching role
2. The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the "Glossary" and the "Look Fors" document.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Planning for Instruction and Assessment					
A. Focus for Learning: Standards and Objectives /Targets *InTASC 7a* *CAEP R1.3*	Plans align to appropriate P-12 state learning **standards** AND **Goals** are measurable AND Standards, **objectives/targets**, and learning tasks are consistently aligned with each other AND Articulates **objectives/targets** that are appropriate for learners and *attend to appropriate developmental progressions relative to age and content-area*	Plans align to appropriate P-12 state learning **standards** *AND* **Goals** *are* measurable *AND* Standards, **objectives/ targets**, and learning tasks *are consistently aligned* with each other *AND Articulates* **objectives/targets** that are appropriate for learners	Plans *align* to appropriate P-12 state learning **standards** AND/OR *Some* **goals** are measurable AND/OR Standards, **objectives/targets**, and learning tasks, are *loosely or are not consistently* aligned with each other AND/OR Articulates *some* **objectives/targets** that are appropriate for learners	Plans *do not align* to the appropriate P-12 state learning **standards** AND/OR **Goals** are *absent or not measurable* AND/OR Standards, **objectives/targets**, and learning tasks *are not aligned* with each other AND/OR *Does not* articulate **objectives/targets** that are appropriate for learners	____

B. Materials and Resources *InTASC 7b* *CAEP R1.3*	Uses a variety of **materials and resources** that 1. Align with all objectives/targets 2. Make content relevant to learners 3. *Encourage individualization of learning*	Uses a *variety* of **materials and resources** that 1. Align with *all* objectives/targets 2. *Make content relevant to learners*	*Uses* **materials and resources** that *align* with *some* of the objectives/targets	**Materials and resources** *do not align* with objectives/targets	____
C. Assessment of P-12 Learning *InTASC 6b* *CAEP R1.3*	Plans a variety of **assessments** that 1. Provide opportunities for learners of *varying abilities* to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. *Promote learner growth*	Plans a *variety* of **assessments** that 1. Provide opportunities for *learners* to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. *Are culturally relevant and draw from learners' funds of knowledge*	Planned **assessments** 1. *Provide opportunities for some learners to illustrate competence (whole class)* 2. *Align* with the appropriate P-12 state learning standards	Planned **assessments** 1. *Are not included* OR *2. Do not align* with the appropriate P-12 state learning standards	____
D. Differentiated Methods *InTASC 2c* *CAEP R1.1*	Lessons make meaningful and culturally relevant connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND **Differentiation of** instruction supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners	Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND **Differentiation of** instruction supports learner development AND Organizes instruction to ensure content is comprehensible and relevant for learners	Lessons *make an attempt to build on, but are not completely successful at* connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND **Differentiation** of instruction is minimal *AND* *Organizes instruction to ensure content is comprehensible for learners*	Lessons *do not build* on or connect to learners' prior knowledge AND/OR Explanations given *are illogical or inaccurate* as to how the content connects to previous and future learning AND/OR **Differentiation** of instruction is absent	____
Instructional Delivery					
E. Learning Target and Directions *InTASC 7c* *CAEP R1.3*	Articulates accurate and *coherent* **learning targets** AND Articulates accurate **directions/**explanations *throughout the lesson* AND	Articulates an *accurate* **learning target** AND Articulates *accurate* **directions/**explanations AND *Sequences learning experiences appropriately*	*Articulates* an *inaccurate* **learning target** *AND/OR* *Articulates inaccurate* **directions/**explanations	*Does not articulate* the **learning target** OR *Does not articulate* **directions/**explanations	____

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	Sequences learning experiences appropriately				
F. Critical Thinking *InTASC 5d* *CAEP R1.2*	*Engages learners* in **critical thinking** *in local and/or global contexts* that 1. Fosters problem solving 2. Encourages conceptual connections *3. Challenges assumptions*	*Engages learners* in **critical thinking** that 1. Fosters problem solving 2. Encourages conceptual connections	*Introduces AND/OR models* **critical thinking** that 1. Fosters problem solving 2. Encourages conceptual connections	*Does not introduce AND/OR model* **critical thinking** that 1. Fosters problem solving 2. Encourages conceptual connections	____
G. Checking for Understanding and Adjusting Instruction through Formative Assessment *InTASC 8b* *CAEP R1.3*	**Checks for understanding** (whole class/group *AND individual learners*) during lessons using **formative assessment** AND Differentiates through *planned and responsive* **adjustments** (whole class/group and *individual learners*)	*Checks for understanding* (whole class/group) during lessons using **formative assessment** AND Differentiates through **adjustments** to instruction (whole class/group)	*Inconsistently* **checks for understanding** during lessons using **formative assessment** *AND* Adjusts instruction accordingly, but **adjustments** *may cause additional confusion*	*Does not* **check for understanding** during lessons using **formative assessment** OR *Does not make any* **adjustments** based on learners' responses	____
H. Digital Tools and Resources *InTASC 5l* *InTASC 6i* *CAEP R1.2*	Discusses AND uses *a variety of* developmentally appropriate **technologies (digital tools and resources)** that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. *Extend learners' understanding of concepts*	Discusses AND *uses* developmentally appropriate **technologies (digital tools and resources)** that 1. Are relevant to learning objectives/ targets of the lesson 2. *Engage learners in the demonstration of knowledge or skills*	*Discusses developmentally appropriate* **technologies (digital tools and resources)** *relevant to learning objectives/ targets of the lesson* AND **Technology** is *not available*	One of the following: A. *Does not use* **technologies (digital tools and resources)** to engage learners AND **Technology** *is available* in the setting OR B. Use of **technologies** is *not relevant* to the learning objectives/ targets of the lesson OR C. *Does not discuss* **technologies** AND Technology *is not available* in the setting	____
I. Safe and Respectful Learning Environment *InTASC 3d* *CAEP R1.1*	*Actively involves learners to create and* manage a **safe and respectful learning environment** through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners	*Manages* a **safe and *respectful* learning environment** through the use of routines and transitions *AND* *Establishes and promotes* constructive relationships to *equitably* engage learners	*Attempts to manage a* safe **learning environment** *through the use of routines and transitions* *AND/OR* *Attempts to establish* constructive relationships to engage learners *AND/OR*	*Does not manage* a **safe learning environment** OR *Does not establish* constructive relationships to engage learners OR	____

	AND Uses research-based strategies to maintain learners' attention (individual and whole group)	AND *Uses research-based* strategies to maintain learners' attention (individual and whole group)	*Attempts to use* constructive strategies to maintain learners' attention (individual and whole group)	*Does not use* constructive strategies to maintain learners' attention (individual and whole group)	
Assessment					
J. Data-Guided Instruction *InTASC 6l* *CAEP R1.3*	Uses data-informed decisions *(trends and patterns) to set short and long term goals for future* instruction and assessment AND Uses contemporary tools for learner **data** record-keeping *and analysis*	Uses ***data***-informed decisions to design instruction and assessment *AND* *Uses contemporary tools for learner **data** record-keeping*	*Uses minimal **data** to design instruction and assessment*	*Does not use **data** to design instruction and assessment*	____
K. Feedback to Learners *InTASC 6d* *CAEP R1.3*	Provides **feedback** that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized AND Provides timely **feedback**, *guiding learners on how to use feedback to monitor their own progress*	Provides **feedback** that 1. Enables learners to recognize strengths OR areas for improvement 2. *Is comprehensible* 3. *Is descriptive* *AND* Provides *timely* **feedback**	*Provides minimal **feedback** that* 1. *Enables* learners to recognize strengths OR areas for improvement OR **Feedback** is provided in a *somewhat* timely fashion	*Does not provide* **feedback** OR **Feedback** *does not enable* learners to recognize strengths OR areas for improvement OR **Feedback** is *not provided* in a timely fashion	____
L. Assessment Techniques *InTASC 7d* *CAEP R1.3*	Evaluates and supports learning through **assessment techniques** that are 1. Developmentally appropriate 2. Formative AND summative 3. *Diagnostic* 4. *Varied*	*Evaluates and supports learning through* **assessment techniques** *that are* 1. Developmentally appropriate 2. Formative *AND* summative	**Assessment techniques** are 1. Developmentally *appropriate* 2. *Formative OR summative*	**Assessment techniques** are 1. Developmentally *inappropriate* OR *Not used*	____
Analysis of Teaching					
M. Connections to Research and Theory *CAEP R1.1*	Discusses, provides evidence of, *and justifies* connections to educational **research and/or theory** *AND* *Uses research and/or theory to explain their P-12 learners' progress*	*Discusses* and *provides evidence of* connections to educational **research and/or theory**	*Mentions* connections to educational **research and/or theory**	*No connections OR inaccurate connections* to educational **research and/or theory**	____

Professional Dispositions Evaluation

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

What else should a teacher candidate know?   It is the student teacher's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors. REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Professional Commitment and Behaviors					
N. Participates in Professional Development (PD) _InTASC 9b_ _CAEP R1.4_	Participates in at least one **professional development** opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND _Reflects on own professional practice with evidence of application of the knowledge acquired from **PD** during student teaching_	Participates in at least one **professional development** opportunity (e.g. workshop, seminar, attending a professional conference) _AND_ _Provides evidence of an increased understanding of the teaching profession as a result of the PD_	_Participates_ in _at least one_ **professional development** opportunity (e.g. workshop, seminar, attending a professional conference)	_Does not participate_ in any **professional development** opportunity (e.g. workshop, seminar, attending a professional conference)	____
O. Demonstrates Effective Communication with Parents or Legal Guardians _InTASC 10d_ _CAEP R1.4_	Provides evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to **parents or legal**	Provides evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) _AND_ _Provides information about P-12 learning to **parents or legal**_	_Provides_ evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)	_Does not provide_ evidence of **communication with parents or legal guardians**	____

	guardians to promote understanding and academic progress *AND* *Interacts with **parents or legal guardians** in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)*	***guardians** to promote understanding and academic progress*			
P. Demonstrates Punctuality *InTASC 9o* *CAEP R1.4*	Reports on time *or early* for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	*Reports on time* for daily student teaching *AND* Additional teacher engagements (e.g., IEPs, teacher committees)	*Inconsistently reports* on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	*Does not report* on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	____
Q. Meets Deadlines and Obligations *InTASC 9o* *CAEP R1.4*	Meets **deadlines and obligations** established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes/cooperating teacher *without reminders*	*Meets* **deadlines and obligations** established by the cooperating teacher and/or supervisor AND Informs *all* stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides *clear and complete* directions and lessons for substitutes/cooperating teacher	*Most of the time meets* **deadlines and obligations** established by the cooperating teacher and/or supervisor AND *Informs some* stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence *AND* *Provides incomplete* directions and lessons for substitutes/ cooperating teacher	*Frequently misses* **deadlines or obligations** established by the cooperating teacher and/or supervisor AND/OR *Does not inform* stakeholders (cooperating teacher, supervisor, and/or faculty members) *of absences prior to the absence* AND/OR *Does not provide* directions and lessons for substitutes/cooperating teacher	____
R. Preparation *InTASC 3d* *CAEP R1.1*	**Prepared** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND *Prepared for the unexpected and flexible*	***Prepared*** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) *AND* Materials are easily accessible *AND* organized	*Not consistently **prepared*** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) *AND/OR* Materials are easily accessible *OR* organized	*Not **prepared*** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are *not* organized *NOR* easily accessible	____

Professional Relationships					
S. Collaboration *InTASC 10b* *CAEP R1.4*	Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND *Works with* and learns from colleagues in planning and implementing instruction *to meet diverse needs of learners*	Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) *AND* *Attempts to work with and learn from colleagues in planning and implementing instruction*	*Demonstrates* **collaborative** *relationships with cooperating teacher* AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	*Does not demonstrate* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	____
T. [Advocacy](#) to Meet the Needs of Learners or for the Teaching Profession *InTASC 10j* *CAEP R1.4*	Recognizes and articulates specific areas in need of **advocacy,** including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the **teaching profession** (e.g. technology integration, research-based practices) *AND* *Takes action(s) based upon identified needs, while following district protocols*	Recognizes and *articulates specific* areas in need of **advocacy,** including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the **teaching profession** (e.g. technology integration, research-based practices)	*Recognizes* areas in need of **advocacy**, *but cannot articulate* the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the **teaching profession** (e.g. technology integration, research-based practices)	*Does not recognize* areas in need of **advocacy**, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the **teaching profession** (e.g. technology integration, research-based practices)	____
Critical Thinking and Reflective Practice					
U. Responds Positively to Feedback and Constructive Criticism *InTASC 9n* *CAEP R1.4*	Is receptive to **feedback, constructive criticism,** supervision, and responds professionally AND Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) to improve practice AND *Proactively seeks opportunities for* **feedback** *from other professionals*	Is receptive to **feedback, constructive criticism,** supervision, and *responds professionally* *AND* Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) *to improve practice*	*Is* receptive to **feedback, constructive criticism,** and supervision AND/OR *Incorporates* **feedback** *inconsistently*	*Is not* receptive to **feedback, constructive criticism,** and supervision AND/OR *Does not incorporate* **feedback**	____

What went well? Areas of strength?	
Possible opportunities for growth	

Goals for Improvement: Pedagogy and Dispositions

Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher.

As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

Connection to 3-way form	Goal (must have a minimum of one goal) with Details help Candidate achieve goal		Action Plan: Next Steps to
	Candidate will	**Supervisor will**	**Cooperating Teacher will**
	1.		
	2.		

Comments

Educator Disposition Assessment
Student Teaching
CAEP 3.3

Name: _____   Date: _____

Evaluator: _____

Directions: Please use the following numbers to rate the individual on each aspect of disposition based on the following scale by checking the corresponding number in the cell.

1= Poor: minimal evidence of understanding and commitment to the disposition.

2= Developing: some evidence of understanding and commitment to the disposition.

3= Meets Expectation: considerable evidence of understanding and commitment to the disposition.

4= Exceeds Expectation: complete evidence of understanding and commitment to the disposition.

Please check any behaviors listed under each aspect of disposition that needs to be addressed if ratings are at the 1 or 2 level. The listed indicators provide reviewers with an operational definition of each dispositional component.

1 Demonstrates effective oral communication skills InTASC:3 (r)	Poor	Developing	Meets Expectations	Exceeds Expectations
	☐	☐	☐	☐
Models standard English	Comments regarding strengths/areas for growth			
Varies oral communication to motivate students				
Make appropriate comments in the classroom				
Communicates at an appropriate level				

2 Demonstrates effective written communication skills InTASC: 10 (c)	Poor	Developing	Meets Expectations	Exceeds Expectations
	☐	☐	☐	☐
Communicates respectfully with all stakeholders	Comments regarding strengths/areas for growth			
Demonstrates appropriate spelling and grammar				
Focus all written communications positively and professionally				
Writes with clear legible penmanship				

3 Demonstrates Professionalism	Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC: 9 (o)	☐	☐	☐	☐

	Comments regarding strengths/areas for growth
Responds to emails promptly	
Exhibits punctuality and attendance	
Maintains professional boundaries	
Keeps personal life at home	
Works cooperatively with all stakeholders	
Turns in work promptly	
Avoids inappropriate conversation in and out of the classroom	
Respects and adheres to the ethical standards of practice	
Dresses appropriately for professional events	

4 Demonstrates a positive and enthusiastic attitude	Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC: (P,S,T)	☐	☐	☐	☐

	Comments regarding strengths/areas for growth
Goes above and beyond requirements	
Demonstrates an appropriately positive affect with students	
Seeks solutions to problems instead of complaining	
Encourages classmates and students	
Tries new things that are suggested	
Engages openly and actively with students	

5 Demonstrates preparedness in teaching and learning	Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC: 3 (p)	☐	☐	☐	☐

	Comments regarding strengths/areas for growth
Accepts constructive feedback	
Learns and adjusts from experience and reflection	
Comes to class planned and with needed materials	
Alters lessons in progress when needed	

6 Exhibits an appreciation of and value for cultural and academic diversity InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Poor	Developing	Meets Expectations	Exceeds Expectations
	☐	☐	☐	☐
Demonstrates awareness of traditional and non-traditional family contexts including family status	Comments regarding strengths/areas for growth			
Embraces all diversities/differences to include racial, SES, and learning style				
Understands the need for a "safe classroom" with zero tolerance of negativity to others				
Plans activities to raise student awareness and acceptance of difference				
Understands the importance of a positive school experience				

7 Exhibits an appreciation of and value for cultural and academic diversity InTASC: 1(k), 3(n), 3(q), 7(o)	Poor	Developing	Meets Expectations	Exceeds Expectations
	☐	☐	☐	☐
Disagrees respectfully	Comments regarding strengths/areas for growth			
Possesses social awareness				
Uses flexibility				
Listens to what stakeholders are saying as evidenced by response				
Maintains a respectful tone at all times				
Shares successful teaching strategies				
Exhibits a sense of equality				

8 Demonstrates self-regulated learner behaviors/take initiative InTASC: 9(l), 9(n), 10 (r), 10(t)	Poor	Developing	Meets Expectations	Exceeds Expectations
	☐	☐	☐	☐
Recognizes own weaknesses and asks for support	Comments regarding strengths/areas for growth			
Asks questions proactively and is self-directed				
Researches and implements different and most effective teaching styles				

9 Exhibits the social and emotional intelligence to promote personal and educational goals/stability InTASC: 9(l), 10 (n, q)	Poor	Developing	Meets Expectations	Exceeds Expectations
	☐	☐	☐	☐

	Comments regarding strengths/areas for growth
Demonstrates appropriate maturity, calmness, and self-regulation when discussing sensitive issues	
Does not overreact to criticism and other situations	
Demonstrates the ability to communicate personal issues with superiors but does not use them as an	
Demonstrates sensitivity to feeling of others.	

☐ Poor = (less than 21)
☐ Developing = (22-26)
☐ Meets Expectations = (27-31)
☐ Exceeds Expectations = (32+)

During Foundation of Education this instrument will be completed by the instructor. Student scoring at the poor or developing level will be referred to their advisor.

This instrument will be completed by the student's advisor as a part of the application process for student teaching. Candidates scoring at the poor or developing level may not be admitted to student teaching.

This instrument will become part of the student's official file.

_____   _____   _____
Faculty Signature   Date   Student Signature

Additional Comments:
_____

_____

_____

EDUCATOR DISPOSITION ASSESSMENT RUBRIC

DISPOSITION INDICATORS	1= POOR	2= DEVELOPING	3=MEETS EXPECTATIONS	4=EXCEEDS EXPECTATIONS
1. Demonstrates effective oral communications **Components**: *Models standard English. *Varies oral communication to motivate students. *Makes appropriate comments in the classroom. *Communicates at an appropriate level.	*Verbal interactions have multiple mistakes in grammar, poor diction and/or inappropriate language for the age and skill level of student *Pacing of verbal communication is consistently either too fast or too slow. *Uses little variation in tone and inflection; shows minimal or no enthusiasm. *All communication is verbal, no other forms of communication used. *Use of crutch/filler words impede communication & delivery.	*Verbal instructions have mistakes in grammar and diction. *Language level often inappropriate for age and skill level of students. *Pacing is inconsistent in design/delivery for students. *Enthusiasm varies with topic. *Shows minimal non-verbal communication. *Crutch/filler words hinder communication and delivery.	*Verbal instructions have an occasional mistake in grammar, or inappropriate or regional colloquialism. *Pacing of communication is acceptable. *Uses tone & inflection through lesson; shows enthusiasm most of the time. *Verbal & non-verbal communication is used throughout lesson. *Uses crutch/filler words only on occasion.	*Uses proper grammar and diction. *Pacing of communication is age-appropriate. *Uses multiple forms of communication throughout the lesson. *Enthusiastic in projection and tone. *Avoids crutch/filler words and slang. *Makes good use of voice, body language & expression for presentation.
2. Demonstrates effective written communication skills **Components:** *Communicates respectfully with all stakeholders. *Demonstrates appropriate spelling & grammar. *Focuses all written communications positively & professionally. *Writes with clear, legible penmanship.	*Written communication is lacking in spelling, grammar, & readability. *Shows little or no respect for the reader in composition of the materials. *Written communication lacks professionalism & positivity.	*Written communication demonstrates awkward grammar &/or readability. *Fails to check spelling consistently. *Inconsistently demonstrates respect & professionalism in written communication. *Attempts to insert positive comments in communication.	*Written communications have occasional spelling or grammatical errors. *Communication is readable in presentation & form. *Shows respect for reader in most written communications. *Is positive & professional in written communications with others.	*Written communication consistently uses correct spelling & grammar. *Written communication is consistently easy to read in its presentation & form. Is respectful of the reader in all situations. *Utilizes upbeat, positive & professional approach to communications with all.
3. Demonstrates professionalism **Components:** *Responds to emails promptly. *Exhibits punctuality & attendance.	Often late &/or exceeds allowable absences. *Fails to maintain confidentiality regarding colleagues, students, or families. *Has inappropriate contact with students or colleagues outside the classroom.	Often late &/or exceeds allowable absences, but shows effort to correct when addressed. *Often fails to maintain confidentiality regarding colleagues, students or families. *Shows attempts at dressing	Consistent in attendance & arrives on time. *Maintains confidentiality regarding colleagues, students,& families. *Is appropriate in relation to students & colleagues. *Dresses appropriately for	On time & most often early to arrive; does not miss unless necessary. *Maintains complete confidentiality regarding colleagues, students & families. *Maintains professional boundaries completely.

*Maintains professional boundaries. *Keeps personal life at home. *Works cooperatively with all stakeholders. *Turns in work promptly. *Avoids inappropriate conversations in and out of the classroom. *Respects & adheres to the ethical standards of practice . *Dresses appropriately for professional events.	*Dresses inappropriately for school setting, in violation of school &/or university dress code. *Lacks in promptness for work related lesson planning, emails, administrative requests.	appropriately after concerns are addressed. *Shows beginning efforts to be timely in written responses of all types.	school, aware of rules & regulations. *Work related materials (emails, lesson plans, administrative paper work) submitted on time.	*Dresses appropriately for school, often exceeding the rules & expectations. *Work related materials submitted early/on time.
4. Demonstrates a positive and enthusiastic attitude. **Components:** *Demonstrates an appropriately positive affect with students. *Seeks solutions to problems instead of complaining. *Encourages classmates & students. *Tries new things when suggested. *Engages openly & actively with students.	*Is unaware or oblivious to expectations of class or school. *Is unenthusiastic & negative in dealing with students (signs of boredom, excessive time on phone or email, lack of student engagement). *Complains constantly & does not take responsibility. *Is not open to trying new ideas.	*Beginning attempts to be involved in activities. *Is unenthusiastic in dealing with students, but attempts correction when suggestions are given. *Complains often but attempts to see reasons & adjust. *Rarely attempts new ideas.	*Demonstrates involvement without request. *Is enthusiastic & encouraging in dealings with students *Demonstrates positivity & does not complain about problems that develop. *Willing to try new strategies, ideas, & problem solving designs.	*Encourages others to become involved. *Cultivates an atmosphere of enthusiasm among classmates & students. *Seeks solutions to problems within the classroom. *Creates and implements innovative strategies & ideas.
5. Demonstrates preparedness in teaching and learning. **Components:** *Accepts constructive feedback. *Learns and adjusts from experience and reflection. *Comes to class prepared and with needed materials. *Alters lessons in progress when	*Demonstrates defensiveness when confronted with constructive criticism. *Unwilling or unable to learn from educational classroom experiences or reflections and adjust accordingly. *Unwilling or unable to adjust as needed to lesson design during or after presentation. *Comes to class unprepared &/or without materials.	*Acknowledges need for improvement based on feedback, but lacks ability or willingness to implement changes. *Recognizes the need for adjustment in classroom awareness & reflection, but unsure of how or unwilling to change. *Inconsistently comes to class prepared with content &/ or	*Acknowledges feedback and strives to correct concerns. *Learns & adjusts teaching based on classroom experiences or reflections.. *Comes to class prepared with content and/or necessary materials. *Demonstrates ability and willingness to alter lessons in progress.	*Seeks feedback for professional growth. *Based on prior experiences, student/candidate anticipates concerns or potential difficulties and prepares appropriately. *Comes to class prepared with multiple strategies and/or plans.

needed.		necessary materials.		

6. Exhibits an appreciation of and value for cultural and academic diversity. **Components:** *Demonstrates awareness of traditional and non-traditional contexts including family status. *Embraces all diversities/ differences to include racial, SES and learning styles. *Understand the need for a "safe classroom" with zero tolerance of negativity to others. *Plans activities to raise student awareness and acceptance of difference., *Understand the importance of a positive school experience.	*Does not plan for adaptations based on individual differences within the student population. *Fails to account for student exceptionalities or differences within the class based on factors such as gender, class ethnicity, race, physical or mental disability or socio-economic status. *Fails to collaborate with IEP team on planning & implementing lessons that meet the needs of students with disabilities. *Fails to provide for a "safe classroom" by allowing negativity toward differences, not planning to aid in student awareness & acceptance of differences. *Fails to promote a positive school experience for all participants.	*Recognizes the need for adaptations based on individual differences within the student population but unwilling or unable to implement. *Attempts to account for student exceptionalities or differences within the class based on factors such as gender, class ethnicity, race, physical or mental disability or socio-economic status. *Works with IEP team to plan and implement lessons that meet the needs of students with disabilities, but unwilling or unable to implement. *Recognizes the negativity toward differences but fails to raise student awareness of acceptance of student who display differences. *Makes effort to promote positive school experiences for all.	*Plans for and implements adaptations based on individual differences within the student population. *Accounts for student exceptionalities or differences within the class based on factors such as gender, class ethnicity, race, physical or mental disability or socio-economic status. *Collaborates with IEP team to plan and implement lessons that meet the needs of students with disabilities. *Provides a "safe classroom" through an understanding and implementation of tolerance & acceptance for all students. *Promotes a positive school experience for all participants.	*Plans routinely reflect sophisticated adaptations for individual differences with a sound rationale and reflection. *Accounts for exceptionalities among students or accommodations for the diversity found within the student populations using creativity, foresight, and current research. *Collaborates with IEP team and initiates plans to implement lessons that meet the needs of students with disabilities. *Classroom is positive, energetic, and reflective of the needs of all students, allowing students to feel safe in their learning & sharing. *Behaviors clearly show that components such as selection of instructional units, materials selected for display, selection of students to demonstrate and methods of grouping students that exceptionalities & diversity found within the student population have driven instructional decision-making.
7. Collaborates effectively with stakeholders. **Components:** *Disagrees respectfully.	*Exhibits behaviors that are indicative of gender or racial bias. *Interacts with others in an unprofessional manner, often resorting to slang, disrespectful tone, or superiority. *disrespectful to administration,	*Recognizes and works to correct behaviors that are indicative of gender or racial bias. *Recognizes and attempts to correct unprofessional mannerisms in language, tone	*Uses culturally responsive approaches, demonstrating respect for cultural differences. *Displays professional mannerisms in language choice, tone & position.	*Uses culturally responsive approaches demonstrating a deep understanding in respecting cultural differences for all. *Demonstrates exemplary professional delivery in

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*Possesses social awareness. *Uses flexibility. *Listens to what stakeholders are saying evidenced by response. *Maintains a respectful tone at all times. *Shares successful teaching strategies. *Exhibits a sense of equality.	colleagues, and /or students when in disagreement. *Fails to recognize need for flexibility in instruction or space usage. *Fails to listen to stakeholders and respond politely. *Unwilling to share successful teaching strategies, due to self-centered approach.	and position with others. *Makes effort to disagree in an acceptable/professional manner. *Recognizes and works to accept the need for flexibility in teaching and space usage. *Listens to stakeholders but is unwilling or unable to respond. *Shares successful teaching strategies when prompted.	*Displays ability to disagree respectfully & professionally. *Displays flexibility with instructional decisions & awareness of spacial usage. *Listens to stakeholders & responds politely & professionally. *Displays willingness to share successful strategies with colleagues & others freely.	language, tone & equality, and initiates reciprocal behavior in others. *Uses professional approach, tone and delivery when disagreeing with stakeholders. *Demonstrates willingness & understanding in recognizing need for flexibility in all areas of teaching. *Collaborates with stakeholders and demonstrates a respectful tone at all times. *Enthusiastically shares successful teaching strategies with colleagues or other interested parties
8. Demonstrates self-regulated learner behaviors/takes initiative. **Components:** *Recognizes own weaknesses and asks for support. *Asks questions proactively and is self-directed. *Researches and implements different & most effective teaching styles. *Takes responsibility for knowing students and/or colleagues.	*Unable to recognize own weaknesses or ask for assistance in correction. *Displays an inflated sense of confidence to colleagues and administrators. *Fails to accept responsibility for knowing students & their individual learning needs. *Fails to take initiative to become a better teacher, via researching effective teaching styles, engaging in professional growth & development and communicating with colleagues/administrators.	*Addresses weakness when advised by others, yet refuses to seek help. *Willingness to change with direction from others. *Attempts to know students and their individual learning needs. *Attempts to find methods of change by researching effective teaching styles or engaging in professional growth & development.	*Recognizes own weaknesses and seeks assistance for improvement. *Attitude is one of positive growth, seeking to become a lifelong learner., *Displays responsibility for knowing students, their individual learning needs and strives to create positive learning experiences. *Seeks professional growth by researching effective teaching styles, engaging in professional growth and development, and communicating with colleagues/administrators.	*Displays few weaknesses but quickly responds by adjusting behavior, planning & delivery of instruction. *Demonstrates mature and professional mindset toward self-improvement and lifelong learning. *Embraces responsibility for knowing and engaging students in their individual learning needs, and strives to create positive learning experiences. *Demonstrates exemplary initiative to becoming a better teacher by researching effective teaching styles, engaging in professional growth & development and communicating with colleagues/administrators.

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9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability. **Components:** *Demonstrates appropriate maturity, calmness and self-regulation when discussing sensitive issues. *Demonstrates the ability to identify and communicate personal strengths and weaknesses. *Does not overreact to criticism or challenging situations. *Demonstrates sensitivity to feelings of others.	*Displays immature and unprofessional actions when dealing with sensitive issues. *Overreacts to criticism and suggestions; quick tempered; blames others. *Fails to demonstrate perseverance and resilience necessary for success. *Fails to demonstrate a sensitivity to the feelings of others. *Unable to acknowledge personal strengths & weaknesses effectively.	*Shows beginning efforts of handling sensitive issues appropriately and with maturity. *Attempts to control overreactions to criticism and suggestions. *Shows effort in development of perseverance and resilience in challenging situations. *Signs of growth toward development of sensitivity to the feeling others. *Acknowledges strengths and weaknesses, but unable to communicate issues or uses them as excuses.	*Demonstrates appropriate maturity and self-regulation when discussing sensitive issues. *Demonstrates calmness and professionalism when hearing criticism and suggestions. *Demonstrates perseverance and resilience necessary for success. *Displays sensitivity to the feelings of others. *Shows ability to communicate strengths & weaknesses effectively, using them to move toward professional growth.	*Displays advanced maturity and self-control when discussing sensitive issues. *Demonstrates advanced maturity by seeking guidance and suggestions for personal and professional growth. *Displays a driven resilience and perseverance to become an excellent educator. *Recognizes the need and demonstrates mature communication skills with superiors regarding personal issues that may affect teaching performance.

POOR= Less than 21	**DEVELOPING**=22-26	**MEETS EXPECTATION**=27-31	**EXCEEDS EXPECTATIONS**=32-36