

# Cameron University Department of Education

## Student Teaching Handbook Fall '08



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## **Preface**

The purpose of Cameron University's Teacher Education Program is to assist in the development of effective members of the teaching profession. The university seeks to facilitate this aspect of the candidate's education by offering both coursework and practical experiences in professional teacher education. Candidates who have successfully completed a teacher education program may be recommended to the State Department of Education for Oklahoma teaching credentials at the appropriate level.

The student teaching semester is a carefully organized and directed learning experience in which the prospective teacher becomes increasingly responsible for guiding and directing students, with an emphasis given to the development of competence in the classroom.

Student teachers are also afforded extended opportunities to demonstrate educational theory in practice, as well as to become familiar with related professional responsibilities that support and enhance classroom teaching. Overall, the student teaching experience serves as a transition from teacher candidate to teacher.

A successful student teaching experience relies on the cooperation of many people within the profession. Cameron University's Teacher Education Program is a cooperative endeavor of the university and local school systems.

The Teacher Education Program enhances the amount and quality of experiences the teacher candidates have in real world teaching situations. To facilitate these experiences, responsibility for the supervision of candidates shifts from university faculty members to mentor teachers in the public schools during the student teaching semester. Mentor teachers, under the guidance of university faculty, are thus responsible for regular observation, instruction, and evaluation of student teachers.

This handbook has been designed to assist mentor teachers in the supervision of student teachers. It is also an attempt to answer frequently asked questions by those participating in the student teaching experience. It has been developed specifically for the many people involved in Cameron University's student teaching program: public school teachers who serve as mentors, student teachers, and university and public school faculty and administrators.

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# Cameron University's Teacher Education Program

Cameron offers teacher education programs accredited by the Oklahoma Commission for Teacher Preparation (OCTP) and the National Council for the Accreditation of Teacher Education (NCATE).

Cameron offers education degrees at the early childhood, elementary, and secondary levels. Secondary education programs are offered in biology, chemistry, English, mathematics, and social studies. Elementary/secondary programs are offered in romance languages and physical education.

## Unit Mission

We believe that competent, caring, and committed educators are successful in their careers.

Educators who are competent use pedagogical and content knowledge to support learning for all, provide instruction based on standards and student needs, and use assessment and strategies for active engagement so that all can learn.

Educators who are caring are responsive to individual needs and create learning environments that promote positive social interactions and motivation.

Educators who are committed collaborate with others by using effective communication skills while being reflective decision makers and lifelong learners who are willing to change in order to continuously improve.

We believe that all of these qualities are fostered through standards-based coursework with coordinated field experiences.

## Conceptual Framework

The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students.



An educator who is COMPETENT displays the following dispositions:

- Values subject matter
- Appreciates multiple teaching strategies
- Uses fair and consistent practices

An educator who is CARING displays the following dispositions:

- Exhibits a belief that all students can learn
- Demonstrates strong interpersonal skills
- Is sensitive to student needs

An educator who is COMMITTED displays the following dispositions:

- Demonstrates professionalism
- Is a reflective decision-maker
- Is dedicated to the profession

## **Core Beliefs**

Cameron University's education programs are built upon the following core beliefs:

1. An effective educator uses knowledge of *human development* and *learning*, combined with knowledge of *pedagogy* and *content*, to best support learning for all students.
2. An effective educator uses *formal and informal assessment* to evaluate student learning and modifies instruction as needed so that all students can learn.
3. An effective educator engages students in *critical thinking* and *problem solving*.
4. An effective educator plans instruction based on *student needs, curriculum goals and standards, and community needs and in response to diversity*.
5. An effective educator creates classroom environments that promote *fairness, positive social interactions, active learning, and motivation* so that students will have a high level of engagement.
6. An effective educator is skilled in *verbal, nonverbal, and written* communication in order to clearly communicate with *students, families, colleagues, and the community*.
7. An effective educator is able to *think critically and solve problems* and uses *technology* to enhance instruction.
8. An effective educator is a *reflective, life-long learner* who *seeks out professional development* resources and opportunities, *collaborates* with colleagues, is *willing to change* as needed, and maintains a high level of *professionalism*.

## **Cameron Candidate Competence**

### ***Oklahoma State Department of Education General Competencies for Licensure and Certification***

All teacher education programs in the state of Oklahoma must meet fifteen Oklahoma general competencies.

1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.
3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, performance skills, and effective use of technology.
5. The teacher uses the best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus, providing opportunities for success.
6. The teacher develops knowledge of and uses communication techniques to foster

active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based on curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; the teacher adapts instruction based on assessment and reflection.
8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.
9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well being.
11. The teacher shall have an understanding of the importance of assisting students with career awareness and should apply career concepts to the academic curriculum.
12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change leading to greater student learning and development.
13. The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.
14. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.
15. The teacher understands the state teacher evaluation process, the "Oklahoma Criteria for Effective Teaching Performances," and how to incorporate these criteria in designing instructional strategies.

### ***Specialty Professional Association Standards***

Each program must also meet the standards of the corresponding specialty professional association (SPA). Below are links to the standards for each SPA.

Biology Education

National Science Teachers Association (NSTA)

<http://www.nsta.org/pd/ncate/>

Early Childhood Education

National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org/academy/standards/>

Elementary Education

Association for Childhood Education International (ACEI)

<http://www.acei.org/standhp.htm>

English Education  
National Council of Teachers of English (NCTE)  
<http://www.ncte.org/about/over/standards>

Mathematics Education  
National Council of Teachers of Mathematics (NCTM)  
<http://www.nctm.org/standards/>

Physical Education Education  
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)  
<http://www.aahperd.org/naspe/template.cfm?template=programs-ncate.html>

Physical Sciences Education  
National Science Teachers Association (NSTA)  
<http://www.nsta.org/pd/ncate/>

Romance Languages Education  
American Council on the Teaching of Foreign Languages (ACTFL)  
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3384>

Social Studies Education  
National Council for the Social Studies (NCSS)  
<http://www.socialstudies.org/teacherstandards/>

***Code of Ethics of the Education Profession***  
**as adopted by the 1975 NEA representative assembly**

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

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

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

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

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

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, martial status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
7. Exclude any student from participation in any program;
8. Deny benefits to any student;
9. Grant any advantage to any student.
10. Shall not use professional relationships with students for private advantage.
11. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

*Principle II—Commitment to the Profession.* The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

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

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

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

## Student Teaching Transition Points

### Entry to student teaching

- Submitted a completed application for student teaching.
- Passing score on the OSAT.
- Received 3 satisfactory dispositional assessments (Math Methods, Reading Diagnosis, & Practicum).
- Retention GPA of 2.5 or better.
- Minimum of 80 hours of field experiences including at least two diverse field placements.
- Received passing scores for a minimum of 5 Oklahoma competencies.

### Exiting student teaching

- Received passing scores for remaining 10 Oklahoma competencies.
- Completed the Teaching Styles checklist.
- Satisfactory student teaching evaluations.
- Retention GPA of 2.5 or better.

### Program completion

- Completed the exit survey.
- Minimum retention GPA of 2.5 or better.
- Completed all elementary education major courses with a grade of C or better.
- Completed all professional education courses with a grade of C or better.
- Completed all courses that fulfill the state 4 x 12 requirement with a grade of C or better.
- Completed the foreign language proficiency requirement.

## A Collaborative Effort

The student teaching experience is a collaborative effort among the university and the public school settings. Together, the student teacher, mentor teacher, university supervisor, school principal, and Coordinator of Field Experience/CU Elementary Education Coordinator at Rogers State University form a collegial team, which facilitates the planning, implementation, and evaluation of experiences that will increase the professional competence of the student teacher.

### Student Teacher

Cameron student teachers are responsible for adhering to the policies of both Cameron University and the public school systems and are expected to exhibit an ethical approach to teaching. Student teachers are liable for their own acts and, as such, may be subject to liability suits. It is recommended that candidates join the Student Oklahoma Education Association (SOEA) prior to their student teaching. This organization provides candidates

with the same liability insurance that teacher members of the Oklahoma Education Association receive.

The student teacher is expected to:

- attend all required student teaching meetings including scheduled return to campus days;
- be responsible for understanding the contents of the Student Teaching Handbook;
- reflect on their student teaching experiences with mentors, supervisors, and peers;
- conform to the policies and practices of the school;
- treat information received about students as confidential;
- handle routine discipline problems using a variety of classroom management methods; however, student teachers *should not* administer corporal punishment;
- become aware of and plan for individual differences among the students;
- be fair and consistent in working with students;
- prepare carefully and in detail before assuming classroom teaching;
- develop a unit plan in area of concentration approved in advance by the mentor teacher;
- maintain responsibility for communicating changes in schedule, absences, and other special needs with the university supervisor and mentor teacher;
- maintain a receptive attitude toward suggestions and constructive criticism from mentor teachers and university supervisors;
- incorporate suggestions in subsequent planning and teaching; and
- accompany mentor teacher to professional meetings, in-service programs, and evening activities sponsored by the school system.

### **Mentor Teacher**

A mentor teacher is an experienced, certified staff member of a southwest area accredited school to whom a student teacher has been assigned. Cameron University mentor teachers are carefully selected based on their abilities to work effectively with others and their unselfish dedication and willingness to contribute to the teaching profession. Other criteria considered for selection include:

- academic preparation as evidenced by a standard teaching certificate in the subject matter area;
- a desire to participate in the student teaching program;
- recommendation of administrator;
- knowledge of the basic principles of supervision;
- a minimum of 3 years' teaching experience or fewer years' experience under special circumstances at the discretion of the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University;
- skill in utilizing effective, innovative teaching techniques;
- a view of teaching as an intensely personal matter, knowing that each teacher must find his or her own way of teaching; and
- the degree to which the teacher embodies Cameron's conceptual framework.

Each mentor teacher is responsible for:

- reading the Cameron University Student Teaching Handbook;
- attending orientation meetings with the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University and/or university

- supervisors;
- completing and submitting paperwork in a timely manner;
- preparing students to receive the student teacher as another professional in the classroom;
- working with the student teacher to establish a schedule of gradual assumption of teaching responsibilities;
- holding regular (e.g. daily) conferences with the student teacher to reflect on the student teacher's experiences, assist in planning, and provide guidance;
- observing and evaluating the student teacher on a regular basis while providing constant and specific feedback; and
- encouraging the student teacher to try out creative and imaginative methods, while allowing for supervised trial and error.

### **School Principal**

School principals are the instructional leaders responsible for the quality of teachers and teaching, the learning environment, and the academic lives of the students in their buildings.

The school principals' responsibilities may include, but are not limited to:

- recommending/selecting teachers to serve as mentors;
- facilitating communication among the student teaching team members;
- orienting student teachers to school policies, procedures, records, reports, etc.;
- resolving any problems which may arise;
- guiding student teachers in professional development.

### **University Supervisor**

The role of the university supervisor is vital to the development of a high quality student teaching program. As a liaison agent representing Cameron's Department of Education, a university supervisor will observe, evaluate, and confer with each student teacher and mentor teacher. Cameron's supervisors are either full-time faculty members who have contemporary professional experience in the area which they supervise or retired public school administrators with supervision experience in the area given.

The purpose of university supervisors is two-fold. Each serves as both a liaison between student teachers and the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University and between the mentor teacher and the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University. The university supervisor is specifically responsible for visiting and observing the student teacher in the classroom. Visits and observations of student teachers occur at least two times during each student teaching placement. More visits/observations may be required at the discretion of the supervisor and Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University.

Each supervisor is expected to:

- inform mentors, student teachers, and school personnel of university policy and interpret any ambiguous points;
- give proper orientation to student teachers regarding the supervisor's expectation for

- the teaching program;
- receive and track required paperwork from mentors and student teachers;
- develop appropriate communication between the school, the supervisor, and the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University;
- ask mentors for informal input about the student teacher's progress;
- remain sensitive to the needs and concerns of mentor teachers;
- systematically observe student teachers in the classroom during each placement;
- evaluate student teacher knowledge, skills, and dispositions;
- communicate strengths and weaknesses and provide constructive feedback to student teachers; and
- assist student teachers in developing techniques to improve their areas of weakness.

University supervisor load will not exceed 18 candidates.

### **Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University**

The Coordinator of Field Experiences at Cameron University/CU Elementary Education Coordinator at Rogers State University serves as the administrative agent for the School of Education and Behavioral Sciences. The coordinator has the responsibility of coordinating and overseeing the placement of student teachers in the public schools.

The coordinator's responsibilities include:

- verifying eligibility of candidates for the student teaching experiences;
- finding and selecting mentor teachers in conjunction with the schools;
- assigning student teachers to the schools;
- assisting with the designation of appropriate university supervisors;
- clarifying/interpreting policies and procedures regarding the student teaching experience;
- providing orientation and mentor/student teacher training;
- helping resolve serious problems;
- providing leadership for the student teaching program;
- collecting data for evaluation of the student teaching program;
- leading student teacher meetings prior to and during the student teaching semester;
- handling policy appeals from student teachers as appropriate; and
- making recommendations for the improvement of the student teaching program to the Department of Education.

### **Director of Teacher Education**

The Director of Teacher Education oversees the teacher education program and serves as the chairperson of the Teacher Education Council. At Cameron, the Director of Teacher Education is the Dean of the School of Education and Behavioral Sciences.

## **Field Experiences Committee**

The Field Experiences Committee consists of representatives from Cameron University, the public schools, and the larger community. This committee is chaired by the Coordinator of Field Experiences and is responsible for reviewing data and policies regarding field experiences. Cameron's Director of Assessment compiles data regarding student teacher performance and the Coordinator of Field Experiences compiles data regarding mentor teacher effectiveness. This data is shared with the Field Experiences Committee twice a year with the expectation that related recommendations for improvement are made to the Teacher Education Council.

## **Teacher Education Council**

The Teacher Education Council, which includes representatives from all education programs spanning several university departments, serves in an advisory capacity to the Director of Teacher Education. The council is vital to the governance of Cameron's program and meets monthly during the school year.

The council:

- reviews teacher education regulations and proposed changes;
- reviews all approved teacher education programs;
- makes recommendations regarding the professional education sequence; and
- makes recommendations regarding the selection, admission, and retention of teacher education candidates.

## **Student Teaching Placements**

Student teaching placements are jointly determined by Cameron University and the public schools. All student teaching placements will be made by the Office of Field Experiences. A teacher candidate *is not* to consult with public school officials, administrators, principals, or teachers concerning placement. Student teachers wishing to appeal their placement may do so in writing to the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University. Further appeals should be made in writing to the Director of Teacher Education.

Student teaching locations are selected based on candidate requests, the need for a diversity of placements across the program, and the availability of qualified mentor teachers.

Mentor teachers are selected according to the criteria given (see p. 15) as well as recommendations from university supervisors and input received from former student teachers on the Student Teaching Placement Evaluation form (see Appendix A: Evaluation of Student Teaching Placement).

To establish and maintain good relationships between Cameron University and cooperating schools, the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University adheres to the following procedures:

- Secure approval of the building principal.
- Obtain consent of the mentor teacher.

- Obtain approval from school district representatives, when necessary.
- Notify schools and mentors of placements far enough in advance to allow participation in any pre-student teaching meetings.

Student teaching placements will vary based upon the candidate's program. Elementary student teachers teach six weeks in a primary grade (1-3) and six weeks in an intermediate grade (4-6). Elementary student teachers who choose to complete the required coursework in special education may teach six weeks in an elementary classroom (1-6) and six weeks in a special education classroom.

Early childhood student teachers teach six weeks in a pre-K classroom and six weeks in a kindergarten classroom. Secondary student teachers teach six weeks in junior high or middle school and 6 weeks in senior high school. Student teachers from romance languages and physical education teach six weeks in elementary and six weeks in secondary.

A student teacher will not be placed in any school building in which he or she has been a recent student or has been an employee. Moreover, a student teacher will not be assigned to teach in a school building in which his/her own children are in attendance and/or in which he/she has a relative employed. To ensure a variety of experiences in diverse settings and with exceptional populations, student teachers may not be placed in a public school where prior field experiences have been completed.

### **Out-of-Area Student Teaching Placements**

Candidates who are unable to complete their student teaching in the Lawton area may be allowed to do so in conjunction with another university with an equivalent NCATE-accredited program. Candidates are financially responsible for all fees charged by the host university. A candidate wishing to complete student teaching out-of-area must complete an Application for Out-of-Area Student Teaching Placement (see Appendix B: Application for Out-of-Area Student Teaching) at least two months prior to the end of the pre-student teaching semester. The application includes an explanation of need, an action plan for completion of responsibilities, and two faculty references (see Appendix C: Out-of-Area Student Teaching Faculty Recommendation Form) focused on qualities of committed candidates that would lead to success in an out-of-area placement. Upon approval of the out-of-area placement, the candidate agrees to contact the host university and secure placement. Placement information must be communicated to the Coordinator of Field Experiences and/or the CU Elementary Education Coordinator at Rogers State University at least one month prior to the end of the pre-student teaching semester.

### **Payment for Student Teaching**

Candidates are not allowed to get paid for their work as student teachers.

# The Student Teaching Semester

## Student Teaching Settings (minimum 6 weeks/30 days each)

Cameron candidates enroll in two 5-hour student teaching courses (see Appendix D: Syllabus for EDUC 4935/4945/4815).

Candidates receive placements in two different schools. During each placement, student teachers will engage in activities that will help them become familiar with the setting, plan and teach in the classroom, and enter the profession. Each student teacher is different, so the amount of time and type of activities will vary. For example, a student teacher who is quick to interact and establish rapport with students should not have to observe the mentor teacher for a prescribed amount of time.

## Suggested Timeline

The timeline for student teaching activities is meant as a suggestion only and should not be used to hold back a student teacher ready to become more involved in the classroom.

During each placement, student teachers should gradually assume the duties, tasks, and responsibilities of the classroom teacher. Student teachers are expected to perform full teaching duties, but the transition should take place after careful planning by the student teacher and the mentor together. Additionally, the student teacher and mentor should plan the transition back to the mentor toward the end of student teaching.

We suggest that the first week of both placements be used for observation. At this point, student teachers will learn about the classroom and students. By the second week, student teachers should assume duties in the classroom. During the second and third weeks, candidates should help with administrative tasks, work with individuals or small groups of students, and/or teach short lessons—all of which will prepare them to take over the classroom. “Total teach,” during which the student teacher assumes full responsibility for the classroom should occur during the next two to three weeks. The final week is a time to transition the classroom back to the mentor.

While it is expected the intern will engage in teaching without the mentor teacher present, the mentor should remain available to observe, evaluate, and frequently offer constructive feedback in order to ensure growth. It is expected that the mentor contact the student teacher several times during the school day to assure that the student teacher knows where and how the mentor can be found should a problem arise. Ultimately, it is the mentor teacher, not the student teacher, who is responsible for the professional duties and the health, safety, and well being of the students.

## Recommended Activities

The following activities, while not requirements, are strongly encouraged for all student teachers to complete during each of their placements. Student teachers should not assume that completion of these activities will automatically result in a passing grade.

### Becoming Familiar with the Setting

- Meet mentor, students, principal(s), and school staff.
- Learn and help with daily routines in the classroom.
- Prepare seating charts and learn student names.
- Study the school discipline policy.
- Become acquainted with fire drill and other safety procedures.
- Become familiar with textbooks, teaching manuals, resource units, and other teaching materials.
- Carefully observe and analyze mentor teacher's lessons.
- Observe student behavior and how the mentor teacher deals with classroom behavior and discipline problems.
- Share duties with the mentor teacher.

### Planning and Teaching

- Meet with mentor teacher regularly (e.g. daily) for guidance and suggestions in planning and evaluating lessons.
- Prepare materials for classroom use, e.g. charts, bulletin boards, copies.
- Learn to complete required forms accurately.
- Help evaluate students' work.
- Help complete progress reports and grades.
- Assist students individually and in groups.
- Develop and implement cooperative learning through group activities with students.
- Guide students for short periods of instruction.
- Develop lesson plans, have them approved by the mentor teacher, and teach them.
- Plan and teach independently; test creative and imaginative ideas, activities, and materials.
- Implement effective classroom management techniques.
- Demonstrate effective professional teaching skills.

### Entering the Profession

- Assist with supervision of playground, lunchroom, bus area, and halls.
- Attend a least one parent-teacher conference.
- Attend at least one workshop sponsored by the school, district, or state during the student teaching semester.

### **Classroom Schedule**

The university supervisors will request a copy of the classroom schedule during Professional Education Seminar. This will assist them in scheduling classroom visits and observations. Each student teacher can determine the format in which the information is presented.

## **Back to Campus Days**

Student teachers attend several half-day seminars on the Cameron University campus during the first, middle, and last weeks of the semester (see Appendix E: Cameron Student Teaching Calendar). During these days, student teachers will:

- reflect on and apply what they have learned throughout Cameron University's Teacher Education Program;
- prepare for student teaching experiences;

- fulfill state requirements for certification (e.g. fingerprints for state-mandated criminal history background check and Application for Oklahoma School License);
- learn how to conduct an academic job search including interviewing and resume-writing;
- submit required student teaching assignments; and
- refine portfolios for scoring by Cameron faculty members.

## **Required Assignments**

### **Weekly Reflections**

Student teachers are required to complete written reflections and send them to the university supervisors each week. The student teachers are encouraged to share their reflections with their mentors. Each reflection should address the following topics:

- What went well during the week
- What could be improved for next time
- What is coming up for the next week

An additional reflection topic should be addressed each week according to the following schedule:

#### First Placement

Week 1	The teacher's job
Week 2	Classroom management
Week 3	Planning for instruction
Week 4	Teaching culturally-diverse students
Week 5	Parental involvement
Week 6	Working with Colleagues

#### Second Placement

Week 1	Teaching with Technology
Week 2	Teaching special education students
Week 3	Record keeping
Week 4	Classroom Management
Week 5	Professional development
Week 6	Commitment to teaching

\*All reflections from the first placement will be submitted as a single artifact to fulfill part of Competency 9, due after the first student teaching placement (see Appendix F: Weekly Reflection Rubric).

## **Lesson Plans**

Each student teacher is required to develop and teach full lesson plans for the following:

- one for each lesson the university supervisor observes (2 per placement)
- one lesson incorporating technology (1 across both placements)
- one lesson incorporating multiculturalism (1 across both placements)

The technology and multicultural lesson plans must be submitted via Chalk & Wire during the final week of Back to Campus Days (see Appendix G: Technology & Multiculturalism Lesson Plans Assignment & Rubric).

Cameron University teaches candidates a particular lesson plan format (see Appendix L: Lesson Plan Format), which is consistent in all education courses. Throughout their courses, candidates have multiple opportunities to create lesson plans in their core subject area(s). During the student teaching semester, candidate focus progresses from planning to both planning and instruction.

Ultimately, the student teachers should complete daily or weekly lesson plans as required by the school. The mentor, principal, or supervisor may determine that more extensive written plans are necessary, in which case the student teacher will comply. The student teacher may appeal such a decision in writing to the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University.

## **Portfolio Competencies**

During student teaching, candidates will complete their portfolios. Candidates who were admitted to the program prior to fall 2007 will have a mix of competencies that have been completed during coursework and those that must be completed by the candidates outside of Cameron courses. The latter involves determining which artifacts created during coursework best demonstrate competence in each of the fifteen (15) Oklahoma General Competencies (see Appendix H: Portfolio Assignments for Elementary Education). The competencies are scored by education faculty members, and candidate must receive scores of "meets" or "exceeds" expectations on each competency (see Appendix I: Oklahoma General Competency Rubric).

Five (5) competencies were submitted and scored at the passing level prior to the student teaching semester. An additional five (5) competencies will be submitted and scored after the first student teaching placement. The final five (5) competencies will be submitted and scored at the end of student teaching.

## **Career Lesson Plan & Reflection**

During the first week of Back to Campus Days, candidates will work in small groups to develop and teach a lesson which applies career concepts to the academic curriculum using the Cameron lesson plan format. Each group will also complete a peer review of another group's lesson based on the University Supervisor Student Teaching Assessment. Following the delivery and peer assessment of the lesson, each candidate will complete a reflection about the lesson plan, presentation, and assessment. This artifact will be submitted via Chalk & Wire (see Appendix J: Career Lesson Plan Assignment & Rubric).

## **Student Interest Inventory & Reflection**

Candidates will develop a Student Interest Inventory to learn about the students in their second student teaching placement. A reflection based on the findings from the inventory is also required. This artifact will be submitted via Chalk & Wire (see Appendix M: Student Interest Inventory Assignment & Rubric).

## **Professional Development Plan & Reflection**

Each candidate will develop a Professional Development Plan focused on a self-identified weakness during student teaching. This plan should feature educational and enjoyable activities that lead to greater student learning. Additionally, candidates will complete a reflection about the creation of their plans. This artifact and its reflection will be submitted via Chalk & Wire (see Appendix N: Professional Development Plan Assignment & Rubric).

## **Student Teaching Evaluations**

Each candidate will submit the final mentor evaluations and the supervisor evaluations as part of portfolio competency 15. These artifacts will be submitted via Chalk & Wire (see Appendix O: Student Teaching Evaluations Rubric).

## **Teaching Styles Checklist**

The Teaching Styles Checklist, found in Chalk & Wire, must be completed and submitted via Chalk & Wire (see Appendix P: Teaching Styles Checklist). Details about the submission will be specified during the final week of Back to Campus Days.

# **Grading**

At the end of the semester, each candidate will receive a letter grade for each student teaching placement. A passing score of "C" or better, in each placement, is required for recommendation for licensure. Final grade determination will be made by the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University.

### First Placement

150	Supervisor's last evaluation
150	Mentor Teacher's final evaluation (with ACEI content addendum)
100	Career Lesson Plan & Reflection
100	Weekly Reflections
<u>100</u>	Student Interest Inventory & Reflection
600	TOTAL

## Second Placement

150	Supervisor's last evaluation
150	Mentor Teacher's final evaluation (with ACEI content addendum)
100	Professional Development Plan & Reflection
50	Multiculturalism Lesson Plan & Reflection
50	Technology Lesson Plan & Reflection
<u>100</u>	Final Mentor Evaluations & Supervisor Evaluations & Reflection
600	TOTAL

Points for student teaching evaluations will be awarded based on the criteria listed below. In unusual circumstances, written comments on the assessments may justify a grade which is slightly different from what the ratings alone suggest. Appeals regarding student teaching grades may be made in writing to the Director of Teacher Education.

150 pts. = ratings of "exceeds expectations" on a majority of the items on the assessments with no ratings of "does not meet expectations" on either assessment

130 pts. = ratings of "meets expectations" on a majority of the items on the assessments with no ratings of "does not meet expectations" on either assessment

115 pts. = ratings of "meets expectations" on a majority of the items on the assessments

98 pts. = ratings of "does not meet expectations" on a majority of the items on the assessments

0 pts. = given if the candidate (1) has difficulty understanding the role she has played in student behavior and learning, (2) does not act upon or value suggestions for improvement as indicated in a written Plan of Improvement, and/or (3) displays a lack of professionalism that interferes with student learning

Points for required portfolio assignments will be awarded based on the criteria listed below.

100 pts. = score of "exceeds expectations" on all but one element with score of "meets expectations" on that element

95 pts. = score of "exceeds expectations" on half or more than half of the elements with score of "meets expectations" on all other elements

90 pts. = score of "exceeds expectations" on fewer than half of the elements with score of "meets expectations" on all other elements

85 pts. = score of "meets expectations" on all elements

70 pts. = score of "does not meet expectations" on at least one category

Each assignment must receive scores of "meet expectations" on 85% of all elements to pass the course. Those scoring below this level must resubmit until the passing level is achieved. Successful resubmissions made within a week of receiving notice will receive an additional 10 pts bringing the total possible points to 80.

All assignments must be submitted to Chalk & Wire by the due date indicated. Late assignments will be accepted within one week of the due date and will receive 80% of the earned score. Assignments received after one week will receive 50% of the earned score.

Overall, grades will be assigned according to the following breakdown of points:

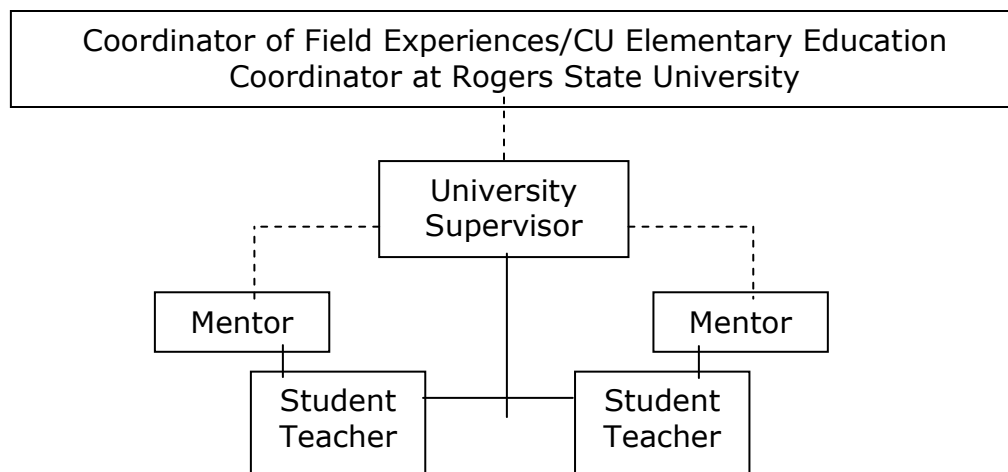
- A = 540-600
- B = 480-539
- C = 420-479
- D = 360-419
- F = below 359

Due to the current portfolio transition, no points will be assessed for the submission of Oklahoma Competencies. Candidates must remember that the successful completion, timely submission, and passing of competencies is required as a program transition point.

At any time, the student teacher may elect to withdraw from the student teaching course and receive a grade of "W." Student teachers may only receive a grade of an "I" for nonacademic reasons such as personal illness or family emergency. The option of receiving an "I" is at the discretion of the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University in cooperation with the university supervisor.

## Supervision and Evaluation of Student Teachers

Student teachers will be evaluated and performance feedback provided at least eight times per placement. The following charts show the relationships among those supervising and evaluating Cameron student teachers. Dotted lines represent supervision only, while solid lines represent both supervision and evaluation. Each student teacher will be supervised and evaluated by mentor teachers, as well as a university supervisor.



Mentors and student teachers should direct any questions or problems to the university supervisor. University supervisors should direct questions or problems to the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University.

### **Mentor Training**

Mentor training is mandatory. There is one training session each semester in Lawton and one in the Claremore area, with additional locations as needed. In past years, additional trainings have occurred in Duncan and Altus.

Each mentor receives a packet of information including a copy of the Student Teaching Handbook, assessment instruments, and other materials designed to assist them in their duties as a Cameron mentor. Many of these materials have been designed by Cameron University M.Ed. students during a graduate level course on mentoring. A variety of committees, with representatives from Cameron, the public schools, and the larger community, have provided input on the mentoring materials.

During training, mentors receive instruction in Cameron policies that impact their work with student teachers. In addition, the assessment instruments are reviewed, scoring is discussed, and leveling takes place. Time is also granted for experienced mentors to share their valuable knowledge with new mentors.

One valuable feature of mentor training is the chance for mentors to meet their student teachers to develop plans for the student teaching experience.

Cameron mentors are given a modest stipend of \$150.00 for mentoring a student teacher. Prior to mentor training, the mentors complete all paperwork required by payroll. Mentor stipends will be released as soon as all paperwork, including student teaching assessments, is received.

### **Mentor Supervision and Feedback**

One of the most common disappointments expressed by student teachers anecdotally is the lack of feedback regarding their teaching performance. The student teachers desire specific help and mentors should not be reluctant to give it. Mentors should encourage student teachers by commenting on strengths and/or weaknesses. They should also suggest specific ideas for improving the teaching effectiveness of the student teachers. This feedback should be recorded regularly on the Weekly Student Teaching Assessment form (see Appendix Q: Student Teaching Assessment), with additional specific feedback provided as needed. At the end of the placement, mentors should complete a final evaluation including the student teacher's content knowledge (see Appendix R: ACEI Content Addendum – Final Evaluation).

### **University Supervision and Feedback**

University supervisors, while not providing weekly feedback, should also make their feedback specific and constructive (see Appendix S: Student Teaching Supervisor Assessment). Each university supervisor conducts two observations per placement, which should span the entire placement. Each visit should include a conference with the mentor teacher, an observation of the student teacher teaching a lesson and a post-conference with the student teacher. When possible, a pre-conference with the student teacher and mentor

teacher should also occur. All observations are scheduled, and the time of each visit should meet with the approval of the mentor teacher.

During the observation, the university supervisor will assess the lesson plans, observe and document the teaching of a lesson, and review the student teacher’s progress in conversations with both the student teacher and mentor. Following each observation, the student teacher will receive a copy of the University Supervisor Student Teaching Assessment with detailed feedback provided after the observation as needed.

### **Student Teaching Paperwork**

The following forms are used in the supervision and evaluation of Cameron University’s student teachers.

<b>Name of Form</b>	<b>Purpose</b>	<b>When Used</b>	<b>Completed by</b>	<b>Received by</b>
Student Teaching Assessment	formative evaluation	at the end of weeks 1-5	Mentor Teacher	Student Teacher & University Supervisor
Student Teaching Supervisor Assessment	formative evaluation	at least 2x per placement	University Supervisor	Student Teacher
Student Teaching Assessment (beige) ACEI Content Addendum	summative evaluation and grade recommendation	at end of the final week	Mentor Teacher	Student Teacher & University Supervisor

## **Professionalism**

### **Calendar**

Student teachers are expected to follow the calendars of the school districts in which they are placed. Therefore, holidays and/or vacation days will be the same as those of the mentor teacher, regardless of the university’s schedule.

### **Attendance**

Regular attendance is required. Student teachers are expected to work the same hours as their mentor teachers throughout each placement. Additionally, they are expected to attend all classes as part of the Back to Campus days.

Student teachers are allowed two (2) excused absences due to illness or emergency during the semester. Arrangements must be made to make up any additional loss of time at the end of the placement. Student teachers who are absent for a period of *five* days (one-sixth of the assignment) may continue in the placement but must obtain the approval of the mentor teacher, school principal, university supervisor, and Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University. In the event of five absences, a Plan of Improvement will be implemented according to the Student Teacher Intervention and Review Procedure.

If it is necessary to be absent for one or more days during the student teaching experience, the student teacher is required to:

- contact the mentor teacher the day before the absence or prior to school starting the morning of the absence;
- provide lesson plans for the mentor teacher if the student teacher is responsible for any part the class the day of the absence;
- contact the school the day before the absence or prior to school starting the morning of the absence;
- inform the university supervisor of the absence; and
- arrange to make up lost time at the end of the scheduled student teaching period as coordinated with the mentor teacher, university supervisor, and Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University.

### **Appearance**

Although there is no formal dress code for the student teaching experience, student teachers are representing Cameron University and should strive for a professional appearance. Cleanliness, neatness, and modesty in person and in clothing are essential.

### **Substitute Teaching**

Cameron University student teachers should not be used as substitute teachers. Cameron student teachers are not legally certified as classroom teachers and are not under district contract. State regulations require that a contracted substitute teacher be assigned to the classroom any time the mentor teacher is absent.

In the event that the mentor teacher is absent, he or she should inform the substitute teacher about the student teacher's role in the classroom and expectations for how the student teacher and substitute should work together. We recommend that the mentor also communicate these expectations to the school principal in case of conflict between the substitute's perceived role and that of the student teacher.

### **Code of Conduct**

The Cameron University Teacher Education Program assumes an obligation to the public schools and students. Therefore, each student teacher is expected to conduct himself in a manner consistent with the university's mission. Any teacher candidate who fails to act accordingly will be subject to a disciplinary penalty, including *removal from the teacher education program*.

All candidates are responsible for abiding by the rules and regulations outlined in the Cameron University Code of Student Conduct.

Specific examples of conduct, in the context of student teaching, which violate the published university policies include, but are not limited to:

- commission of an act, which would constitute an offense under appropriate federal, state, or local criminal statute;
- engaging in conduct that interferes with or disrupts teaching, administrative, disciplinary, public service, or other authorized activity, or the peace and welfare of any person, whether on or off campus;
- engaging in conduct that endangers the physical or mental health or safety of any person or which causes physical injury;
- illegal possession, use, sale, or distribution of any quantity, whether usable or not, of any drug, narcotic, or controlled substance;
- possession or use of any firearm, ammunition, or weapon;
- unauthorized possession, ignition, or detonation of any explosive device, fireworks, liquid, or object which is flammable or which could cause damage by fire or explosion to persons or property;
- theft, destruction, damage, or misuse of property; and
- intentionally, knowingly, or recklessly harassing or threatening in person, by telephone, in writing, or by other means, to take unlawful action against any person, thereby causing or intending to cause annoyance or alarm.

A copy of the University Code of Conduct can be found online at [http://www.cameron.edu/student\\_development/student\\_conduct/](http://www.cameron.edu/student_development/student_conduct/).

### **Student Teacher Intervention and Review Procedure**

*Adapted from the University of Nebraska at Kearney and the University of Central Arkansas.*

Should a problem arise regarding the classroom and/or professional performance of a student teacher, the student teacher will be notified about the unsatisfactory performance by the mentor teacher and university supervisor. A meeting of the university supervisor, mentor, and student teacher will be held. During the conference, areas of concern will be identified and suggestions and expectations for improvement will be discussed. The Student Teacher Plan of Improvement form (see Appendix T: Student Teacher Plan of Improvement) will document the meeting, including a re-evaluation date, and will be signed by all three parties.

During the period of time between the initial meeting and the re-evaluation date, the university supervisor will evaluate the performance of the student teacher at least one full period each week. If evidence of improvement is not seen by the re-evaluation date, agreement will be made between the mentor teacher and the university supervisor for the removal of the student teacher using the following procedure

- A meeting for the purpose of student teacher removal will be held at the cooperating school site with the mentor, school principal, university supervisor, and the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University in attendance
- The Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University will verbally notify the student teacher of the decision and will provide specific reasons for the removal in writing

Following the decision for removal, the student teacher will be notified of the procedure for appeal. The student teacher may appeal in writing to the Teacher Education Council, which will make the recommendation to the Director of Teacher Education. The Director of Teacher Education will make the final decision regarding removal of the student teacher.

### **Remediation for Unsuccessful Student Teaching Placements**

If a student teacher is pulled from a placement prematurely or earns a grade of "F," he or she must complete remediation prior to participating in the next placement. The mentor teacher may be consulted regarding the plans for remediation. Required remediation will be determined jointly by the university supervisor and the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University with approval from the Director of Teacher Education. Student teachers wishing to appeal the remediation decision may do so in writing to the Director of Teacher Education.

### **Additional Student Teaching Placements**

After removal from a field placement, a student teacher may contract with the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University and the appropriate department chair for a second student teaching opportunity. This contract must be mutually agreed upon and will include the student teacher's obligations to pay for the expenses (actual and potential) incurred by the university for the new placement. Such expenses may include, but are not limited to, supervision mileage and honoraria awarded to mentor teachers. Only one additional semester of field placement is allowed.

## **Education Career Services**

Candidates are encouraged to utilize Cameron's Career Services in the Office of Student Development. Career Services offers assistance in resume writing, interviewing skills, and also provides job listings.

During Professional Education Seminar, candidates will have the opportunity to hear from personnel directors from local schools, learn how to write a resume for an educational job search, and practice interviewing skills.

Additionally, candidates are encouraged to look at the job postings on the Department of Education website. All job postings received by Cameron are posted at:  
<http://www.cameron.edu/education/jobs>

# Oklahoma Resident Teacher Program

## Purpose

The Oklahoma Resident Teacher Program establishes qualifications of teachers in the accredited schools of this state through licensing and certification requirements to ensure that the education of the children of Oklahoma will be provided by teachers of demonstrated ability.

The licensed teacher is required to participate in the Resident Teacher Program during the initial year of teaching in an accredited school under the guidance and assistance of a Resident Teacher Committee in order to qualify for an Oklahoma teaching certificate.

## Resident Teacher Committee

A Resident Teacher Committee shall consist of a mentor teacher, the principal or an assistant principal of the employing school or an administrator designated by the local board, and a teacher education in a college or school of education of an institution of higher learning or an educator in a department or school outside the institutions' teacher education unit.

If possible, the higher education members of the Resident Teacher Committee shall have expertise and experience in the teaching field of the resident teacher. However, in all cases at least one member of the Resident Teacher Committee shall have expertise and experience in the teaching field of the resident teacher.

The Resident Teacher Committee is responsible for:

- fulfilling all Resident Teacher Program requirements including observations and attendance at meetings;
- working with the resident teacher to assist in all matters concerning classroom management and professional development;
- making a recommendation regarding certification;
- making a recommendation for a professional development program for the resident teacher, designed to strengthen the resident teacher's teaching skills in any area identified by the committee; and
- submitting follow-up studies regarding resident teacher performance.

## Suggested Residency Timeline & Activities

<i>Activity</i>	<i>Month</i>	<i>Purpose</i>
Committee Meeting I	August/September or within 20 working days after the resident teacher is assigned (actual teaching days)	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Elect chairperson</li> <li>• Establish communication system</li> <li>• Review the evaluation form</li> <li>• Discuss "meaningful parental input"</li> </ul>
Observations I & II	October/November/December or between the 30 <sup>th</sup> and 100 <sup>th</sup> days of employment	<ul style="list-style-type: none"> <li>• Independent visitation</li> <li>• Complete first observation instrument</li> </ul>

<i>Activity</i>	<i>Month</i>	<i>Purpose</i>
Committee Meeting II	December or between the 70 <sup>th</sup> and 100 <sup>th</sup> days of employment	<ul style="list-style-type: none"> <li>• Review progress</li> <li>• Formulate recommendation concerning the teaching performance of the resident teacher</li> </ul>
Observation III	January/February/March or between the 100 <sup>th</sup> and 150 <sup>th</sup> days of employment	<ul style="list-style-type: none"> <li>• Independent visitation</li> <li>• Complete second observation instrument</li> </ul>
Committee Meeting III	After April 10 and by the last day of the school year (or between the 150 <sup>th</sup> and 180 <sup>th</sup> day if the resident teacher is continued into the second year)	<ul style="list-style-type: none"> <li>• Make the recommendation concerning certification</li> <li>• Give all copies of observation forms to resident teacher (for confidentiality purposes)</li> </ul>

In addition to the state residency requirements listed above, Cameron University seeks to gain information about both the teacher education program and the residency program. For this reason, all members of the Resident Teacher Committee are asked to complete a follow-up survey at the end of the residency year.

### **Further Information**

The Oklahoma State Department of Education provides additional details about the Resident Teacher Program on their website at <http://www.sde.state.ok.us/Teacher/ResidentTeach/default.htm>.

For information concerning Cameron University's residency supervision, please contact Mrs. Ramona Mott in the Education Student Services office (Nance-Boyer 1012).

## **Oklahoma State Regents for Higher Education Teacher Warranty**

Since 1992, the Oklahoma State Regents have implemented multiple teacher education initiatives designed to improve teacher education. In May 2000, the Oklahoma State Regents for Higher Education and the twelve presidents of teacher education institutions took another step in improving teacher education by offering a warranty that all teacher education graduates recommended for licensure will meet the employing school's expectations in 15 competency areas. Students entering college in fall 2000 and completing an approved teacher education program in Oklahoma would be the beneficiary of this warranty. The state university that awards the degree and submits the recommendation for teacher licensure will stand by the quality of its graduates and maintain its obligation to nurture the continuing development of teachers.

The approved state university that awarded the degree and submitted the recommendation for teacher licensure will assure that the candidate is competent in the Oklahoma State Department of Education General Competencies for Licensure and Certification (see p. 8).

## Honoring the Warranty

If during the Residency Year, the resident year teacher is judged to be performing unsatisfactorily in the classroom on the basis of appraisals by the members of the Resident Year Committee, the employing school system may enact the Oklahoma Teacher Education Warranty.

- Did the teacher enroll in college for the first time in the fall semester 2000 or later?
- Did the teacher complete an approved teacher preparation program in Oklahoma?
- Is the teacher in his/her Resident Year of teaching?
- Is the unsatisfactory performance related to areas identified in the Oklahoma pre-service teacher preparation competencies?
- Is the teacher assigned to his/her degree field and at appropriate grade level?

If the answers to the above questions are all "yes," the following steps should be taken.

The higher education member of the residency year committee will contact the Dean/Director of Teacher Education at the appropriate institution of higher education.

The Dean/Director and/or his/her designate shall visit the school site as soon as possible to meet with the Resident Year committee to ascertain that the situation is warrantable.

The Resident Year Teacher will receive additional training at no expense to the teacher or the school. The additional training will consist of an individualized plan agreed upon among the Resident Year Teacher, the school district, and the university. The plan will include learning outcomes desired. Implementation may begin during the summer. Assistance may be provided through distance technology or through arrangements mutually agreed upon by the university, the teacher and the school district.

Participation of the members of the entry-year committee in the design of this plan in no way obligates the school system to employ the Resident Year teacher during his/her second year.

The appropriate institution of higher education will continue to provide support and assistance to the beginning teacher during the second year in a manner which is mutually agreeable to the beginning teacher, the Resident Year Committee, the employing school system and the Dean/Director and/or his/her designate.

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# Appendix A: Evaluation of Student Teaching Placement

Mentor Name: _____	Placement: 1 <sup>st</sup> _____	2 <sup>nd</sup> _____
School: _____	Grade: _____	

1. In what ways did your mentor embody Cameron's conceptual framework of being caring, competent, and committed?
  
  
  
  
  
  
  
  
  
  
2. What experiences did your mentor provide for you?
  
  
  
  
  
  
  
  
  
  
3. What experiences do you feel were missing from your work with this mentor?
  
  
  
  
  
  
  
  
  
  
5. Did you have any interactions with the campus administrator(s)? If yes, were these interactions valuable?
  
  
  
  
  
  
  
  
  
  
6. What was your overall sense of the campus culture? (e.g. attitude, level of supportiveness)
  
  
  
  
  
  
  
  
  
  
7. In what ways did your university supervisor add to or detract from your student teaching experience?



The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students. An educator who is COMPETENT displays the following dispositions: values the subject matter (s)he teaches; appreciates multiple teaching strategies; and uses fair and consistent practices. An educator who is CARING displays the following dispositions: exhibits a belief that all students can learn; demonstrates strong interpersonal skills; and is sensitive to student needs. An educator who is COMMITTED displays the following dispositions: demonstrates professionalism; is a reflective decision-maker; and is dedicated to the profession.

rev. 3/08

## Appendix B: Application for Out-of-Area Student Teaching

Candidates who are unable to complete their student teaching in the Lawton area may be allowed to do so in conjunction with another university with an equivalent NCATE-accredited program. Candidates are financially responsible for all fees charged by the host university. A candidate wishing to complete the student teaching out-of-area must complete an Application for Out-of-Area Student Teaching Placement at least two months prior to the end of the pre-student teaching semester.

Upon approval of an out-of-area placement, the candidate agrees to contact the host university and secure placement. Placement information must be communicated to Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University at least one month prior to the end of the pre-student teaching semester.

Name: \_\_\_\_\_ Cameron ID: \_\_\_\_\_

Date: \_\_\_\_\_ Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ cell? \_\_\_\_ home? \_\_\_\_

Student Teaching Semester: \_\_\_\_\_

Requested Location for Student Teaching: \_\_\_\_\_

Completion of this application requires the following:

1. A written explanation of your reasons for requesting an out-of-area student teaching.
2. A written plan for completing the professional semester. You must include plans for attending Back to Campus days and Classroom Management (if necessary) and full time teaching in a new location (arrangements for child care, transportation, etc.).
3. Positive recommendations from two education department faculty members. You will need to distribute the attached recommendation forms to these instructors, who will return them to the Office of Field Experiences.

I have requested recommendations from the following Education faculty members:

(1) \_\_\_\_\_ (2) \_\_\_\_\_

\* This application does not take the place of your application for student teaching.

Return the completed application to the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University.



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rev. 8/07

## Appendix C: Out-of-Area Student Teaching Faculty Recommendation Form

The candidate listed below wishes to complete all or part of his/her student teaching out-of-area. The candidate will be responsible for establishing the placement with a local university and public school system, as well as completing all student teaching responsibilities at a distance. Please respond to the following items regarding the candidate's ability to successfully complete an out-of-area experience.

Candidate Name					
Cameron ID #	Above Average	Average	Needs Improvement	Serious Concern	Can't Judge
Takes initiative	4	3	2	1	0
Is responsible	4	3	2	1	0
Communicates clearly	4	3	2	1	0
Appears professional	4	3	2	1	0
Exhibits dependability	4	3	2	1	0
Accomplishes tasks in a timely manner	4	3	2	1	0
Forms positive relationships	4	3	2	1	0
Uses problem solving skills in professional situations as needed	4	3	2	1	0

\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please return the completed form to the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University.



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rev. 8/07

# **Appendix D: Syllabus for EDUC 4935/4945/4815**

## **SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES**

### **DEPARTMENT OF EDUCATION**

#### **SYLLABUS**

#### **I. EDUC 4935: DIRECTED OBSERVATION AND INTERNSHIP IN PRIMARY GRADES**

#### **EDUC 4945: DIRECTED OBSERVATION AND INTERNSHIP IN THE MIDDLE SCHOOL**

#### **EDUC 4815: DIRECTED OBSERVATION AND INTERNSHIP – ELEMENTARY MILD/MODERATE DISABILITIES**

Hours Credit: 5

#### **II. COURSE DESCRIPTIONS**

EDUC 4935: For Elementary Education majors. Observation, participation and teaching, and the directing of extra-class group activities under the guidance of a University selected consultant and classroom teacher. Prerequisite: Admission to Professional Semester.

EDUC 4945: For Elementary Education majors. Observation, participation and teaching, and the directing of extra-class group activities under the guidance of a University selected consultant and classroom teacher. Prerequisite: Admission to Professional Semester.

EDUC 4815: For candidates seeking a special education license. Observation, participation and teaching, and the directing of extra-class group activities under the guidance of a university selected special education classroom teacher. Prerequisite: Admission to Professional Semester.

\*\*All student teachers attend several half-day seminars on the Cameron University campus during the first, middle, and last weeks of the semester. These seminars are known as Back to Campus Days.

### III. CONCEPTUAL FRAMEWORK

The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators, who can successfully work with diverse students.



Educators who are **COMPETENT** value the subject matter they teach, appreciate multiple teaching strategies, and use fair and consistent practices.

Educators who are **CARING** exhibit a belief that all students can learn, demonstrate strong interpersonal skills, and are sensitive to student needs.

Educators who are **COMMITTED** are reflective, lifelong learners who demonstrate professionalism and are dedicated to the profession of teaching.

### IV. SPECIFIC LEARNING OBJECTIVES

“Teachers learn just as their students do: by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see.”

—Linda Darling-Hammond

Course Objective	ACEI Standard	OK General Competency
Engage in full-time teaching experiences.	All	All
#1 Complete a professional portfolio that demonstrates the Oklahoma General Competencies for Teacher Licensure and Certification	All	All
#2 Understand how to design learning experiences that incorporate technology, diversity, and apply career concepts to the academic curriculum	<p>2.1. English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p>2.2. Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.</p> <p>2.3. Mathematics— Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In so doing, they consistently engage problem solving,</p>	<p>7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.</p> <p>11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.</p> <p>14. The teacher understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.</p>

	<p>reasoning and proof, communication, connections, and representation.</p> <p>2.4. Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p> <p>2.5 The arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.</p> <p>2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p> <p>2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p> <p>3.1. Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p> <p>3.2. Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p> <p>3.3. Development of critical thinking and problem solving— Candidates understand and use a variety of teaching strategies that encourage elementary students’ development and use of critical thinking and problem solving.</p> <p>3.4. Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;</p> <p>3.5. Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p> <p>5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	
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#3 Participate in the peer review process	5.2 Collaboration —Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.	10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students’ learning and well-being.
#4 Research community, school, and student information to best understand their influences in a particular classroom	3.2. Adaptation to diverse students— Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. 5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.	3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learning.
#5 Understand the legal issues facing teachers, administrators, parents, and students under the No Child Left Behind Legislature	5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.	13. The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.
#6 Understand the impact that effective teaching has on the achievement gap between ethnic/racial and socio-economic groups at the elementary level	5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.	12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning & development.
#7 Discover personal learning preferences, learn about preferences of others, and examine the impact of all preferences on the elementary classroom	3.2. Adaptation to diverse students— Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. 5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.	9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth. 12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning & development.
#8 Identify challenges in the classroom and develop a professional development plan in response to one of the challenges	5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.	12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning & development.
#9 Plan for an effective education job search	5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on	

	teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.	
#10 Regularly reflect on performance in the classroom	5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.	9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
#11 Create a means for learning about students' individualities in order to design learning experiences for all students	3.1. Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. 3.2. Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning & development.

## V. TEACHING STRATEGIES

You can expect me to:

- Respond to email and phone calls within 48 hours
- Be available during office hours and by appointment
- Make assignments that will be valuable to you as an intern and novice teacher

I expect you to:

- Be an active participant
- Do your best work in all things
- Apply and share your classroom experiences during seminar

The primary teaching strategy used during student teaching is apprenticeship. Additional strategies will be employed by individual mentor teachers. Teaching strategies used during Back to Campus Days will include, but are not limited to, the following: facilitated discussions, collaborative learning, peer review, lecture (with and without PowerPoint), video/DVD, and demonstration. Additionally, students will have the opportunity to use the Internet when engaged in discovery learning. All strategies will be aimed at a variety of learning preferences.

## VI. REQUIREMENTS AND ASSIGNMENTS

### Recommended Activities

The following activities, while not requirements, are strongly encouraged for all student teachers to complete during each of their placements. Student teachers should not assume that completion of these activities will automatically result in a passing grade.

### *Becoming Familiar with the Setting*

- Meet mentor, students, principal(s), and school staff.
- Learn and help with daily routines in the classroom.
- Prepare seating charts and learn student names.
- Study the school discipline policy.
- Become acquainted with fire drill and other safety procedures.
- Become familiar with textbooks, teaching manuals, resource units, and other teaching materials.
- Carefully observe and analyze mentor teacher's lessons.
- Observe student behavior and how the mentor teacher deals with classroom behavior and discipline problems.
- Share duties with the mentor teacher.

### *Planning and Teaching*

- Meet with mentor teacher regularly (e.g. daily) for guidance and suggestions in planning and evaluating lessons.
- Prepare materials for classroom use, e.g. charts, bulletin boards, copies.
- Learn to complete required forms accurately.
- Help evaluate students' work.
- Help complete progress reports and grades.
- Assist students individually and in groups.
- Develop and implement cooperative learning through group activities with students.
- Guide students for short periods of instruction.
- Develop lesson plans, have them approved by the mentor teacher, and teach them.
- Plan and teach independently; test creative and imaginative ideas, activities, and materials.
- Implement effective classroom management techniques.
- Demonstrate effective professional teaching skills.

### *Entering the Profession*

- Assist with supervision of playground, lunchroom, bus area, and halls.
- Attend a least one parent-teacher conference.
- Attend at least one workshop sponsored by the school, district, or state during the student teaching semester.

## **Required Activities**

### Weekly Reflections

Student teachers are required to complete written reflections and send them to the university supervisors each week. The student teachers are encouraged to share the reflections with their mentors. Each reflection should address the following topics:

- What went well during the week
- What could be improved for next time
- What is coming up for the next week

An additional reflection topic should be addressed each week according to the following schedule:

#### First Placement

Week 1	The teacher's job
Week 2	Classroom management
Week 3	Planning for instruction
Week 4	Teaching culturally-diverse students
Week 5	Parental involvement
Week 6	Working with Colleagues

#### Second Placement

Week 1	Teaching with Technology
Week 2	Teaching special education students
Week 3	Record keeping
Week 4	Classroom Management
Week 5	Professional development
Week 6	Commitment to teaching

\*All of the reflections from the first placement will be submitted as a single artifact to fulfill part of Competency 9, due after the first student teaching placement.

#### Lesson Plans

Each student teacher is required to develop and teach full lesson plans for the following:

- one for each lesson the university supervisor observes (2 per placement)
- one lesson incorporating technology (1 across both placements)
- one lesson incorporating multiculturalism (1 across both placements)

The technology and multicultural lesson plans must be submitted via Chalk & Wire during the final week of Back to Campus Days.

#### Portfolio Competencies

During student teaching, candidates will complete their portfolios. Candidates who were admitted to the program prior to fall 2007 will likely have a mix of competencies that have been completed during coursework and those that must be completed by the candidates on their own. The latter involves determining which artifacts created during coursework best demonstrate competence in each of the fifteen (15) Oklahoma General Competencies. The competencies are scored by education faculty members, and candidate must receive scores of "meets" or "exceeds" expectations on each competency.

Five (5) competencies were submitted and scored at the passing level prior to the student teaching semester. An additional five (5) competencies will be submitted and scored after the first student teaching placement. The final five (5) competencies will be submitted and scored at the end of student teaching.

### Career Lesson Plan & Reflection

During the first week of Back to Campus Days, candidates will work in small groups to develop and teach a lesson which applies career concepts to the academic curriculum using the Cameron lesson plan format. Each group will also complete a peer review of another group's lesson based on the University Supervisor Student Teaching Assessment. Following the delivery and peer assessment of the lesson, each candidate will complete a reflection about the lesson plan, presentation, and assessment. This artifact will be submitted via Chalk & Wire.

### Student Interest Inventory & Reflection

Candidates will develop a Student Interest Inventory to learn about the students in their second student teaching placement. A reflection based on the findings from the inventory is also required. This artifact will be submitted via Chalk & Wire.

### Professional Development Plan & Reflection

Each candidate will develop a Professional Development Plan focused on a self-identified weakness during student teaching. This plan will feature educational and enjoyable activities that will lead to greater student learning. Additionally, candidates will complete a reflection about the creation of their plans. This artifact and its reflection will be submitted via Chalk & Wire.

### Student Teaching Evaluations

Each candidate will submit the final mentor evaluations and the supervisor evaluations as part of portfolio competency 15. These artifacts will be submitted via Chalk & Wire.

### Teaching Styles Checklist

The Teaching Styles Checklist, found in Chalk & Wire, must be completed and submitted via Chalk & Wire to mark the exit from student teaching.

## Due Dates & Portfolio Submission Information

<i>Due Date</i>	<i>Assignment</i>	<i>OK Comp</i>	<i>Chalk &amp; Wire Rubric</i>
Prior to 1 <sup>st</sup> placement <u>August 24 @ 5:00 p.m.</u>	Career Lesson Plan and Reflection	11	Student Teaching Career Lesson Plan & Reflection Rubric
	Teaching Styles Checklist	15	Teaching Styles Checklist Rubric
After 1 <sup>st</sup> placement <u>October 14 @ 5:00 p.m.</u>	5 Oklahoma Competencies		General Competency Rubric (for each competency selected)
	Weekly Reflections	9	Student Teaching Weekly Reflections Rubric
Beginning of 2 <sup>nd</sup> placement <u>October 24 @ 5:00 p.m.</u>	Student Interest Inventory & Reflection	12	Student Teaching Student Interest Inventory Rubric
After 2 <sup>nd</sup> placement/ Exit from Student Teaching <u>December 9 @ 2:00 p.m.</u>	Professional Development Plan & Reflection	9	Student Teaching Professional Development Plan & Rubric
	Technology & Multiculturalism Lesson Plans	15	Student Teaching Technology & Multicultural Lesson Plans
	Final Mentor Evaluations & Supervisor Evaluations	15	TBD
	Final Oklahoma Competencies		General Competency Rubric (for each competency selected)

### VII. TEXTBOOKS/MATERIALS:

#### Recommended:

Wong, H. & Wong, R. (1998). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

Wood, C. (1994). *Yardsticks: Children in the classroom, ages 4-12*. Greenfield, MA: Northeast Foundation for Children.

### VIII. EVALUATION/GRADING:

At the end of the semester, each candidate will receive a letter grade for each student teaching placement. A passing score of "C" or better, in each placement, is required for recommendation for licensure. Final grade determination will be made by the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University.

#### First Placement

150	Supervisor's final evaluation
150	Mentor Teacher's final evaluation (with ACEI content addendum)
100	Career Lesson Plan & Reflection
100	Weekly Reflections
<u>100</u>	Student Interest Inventory & Reflection
600	TOTAL

## Second Placement

150	Supervisor's final evaluation
150	Mentor Teacher's final evaluation (with ACEI content addendum)
100	Professional Development Plan & Reflection
50	Multiculturalism Lesson Plan & Reflection
50	Technology Lesson Plan & Reflection
<u>100</u>	Final Mentor Evaluations & Supervisor Evaluations & Reflection
600	TOTAL

Points for student teaching evaluations will be awarded based on the criteria listed below. In unusual circumstances, written comments on the assessments may justify a grade which is slightly different from what the ratings alone suggest. Appeals regarding student teaching grades may be made in writing to the Director of Teacher Education.

150 pts. = ratings of "exceeds expectations" on a majority of the items on the assessments with no ratings of "does not meet expectations" on either assessment

130 pts. = ratings of "meets expectations" on a majority of the items on the assessments with no ratings of "does not meet expectations" on either assessment

115 pts. = ratings of "meets expectations" on a majority of the items on the assessments

98 pts. = ratings of "does not meet expectations" on a majority of the items on the assessments

0 pts. = given if the candidate (1) has difficulty understanding the role she has played in student behavior and learning, (2) does not act upon or value suggestions for improvement as indicated in a written Plan of Improvement, and/or (3) displays a lack of professionalism that interferes with student learning

Points for required portfolio assignments will be awarded based on the criteria listed below.

100 pts. = score of "exceeds expectations" on all but one element with score of "meets expectations" on that element

95 pts. = score of "exceeds expectations" on half or more than half of the elements with score of "meets expectations" on all other elements

90 pts. = score of "exceeds expectations" on fewer than half of the elements with score of "meets expectations" on all other elements

85 pts. = score of "meets expectations" on all elements

70 pts. = score of "does not meet expectations" on at least one category

Each assignment must receive scores of "meet expectations" on all elements to pass the course. Those scoring below this level must resubmit until the passing level is achieved. Successful resubmissions made within a week of receiving notice will receive an additional 10 pts bringing the total possible points to 80.

All assignments must be submitted to Chalk & Wire by the due date indicated. Late assignments will be accepted within one week of the due date and will receive 80% of the earned score. Late assignments received after one week will receive 50% of the earned score.

Overall, grades will be assigned according to the following breakdown of points:

- A = 540-600
- B = 480-539
- C = 420-479
- D = 360-419
- F = below 359

Due to the current portfolio transition, no points will be assessed for the submission of Oklahoma Competencies. Candidates need to remember that the successful completion, timely submission, and passing of competencies are required as a program transition point.

At any time, the candidate may elect to withdraw from the student teaching course and receive a grade of "W." Candidates may only receive a grade of an "I" for nonacademic reasons such as personal illness or family emergency. The option of receiving an "I" is at the discretion of the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University in cooperation with the university supervisor.

## **IX. ATTENDANCE/WITHDRAWAL POLICY:**

Regular attendance is required. Student teachers are expected to work the same hours as their mentor teachers throughout each placement. Additionally, they are expected to attend all classes as part of the Back to Campus days.

Student teachers are allowed two (2) excused absences due to illness or emergency during the semester. Arrangements must be made to make up any additional loss of time at the end of the placement. Student teachers who are absent for a period of *five* days (one-sixth of the assignment) may continue in the placement but must obtain the approval of the mentor teacher, school principal, university supervisor, and Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University. In the event of five absences, a Plan of Improvement will be implemented according to the Student Teacher Intervention and Review Procedure.

If it is necessary to be absent for one or more days during the student teaching experience, the student teacher is required to:

- contact the mentor teacher the day before the absence or prior to school starting the morning of the absence;
- provide lesson plans for the mentor teacher if the student teacher is responsible for any part the class the day of the absence;
- contact the school the day before the absence or prior to school starting the morning of the absence;
- inform the university supervisor of the absence; and
- arrange to make up lost time at the end of the scheduled student teaching period as coordinated with the mentor teacher, university supervisor, and Coordinator of

Students who cease to attend class and who do not bring an official Cameron drop form for the instructor's signature will receive an "F" in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits the instructor from giving students a grade of "W" in such a circumstance.

Last date to enroll or add a class.....August 25  
Last date to drop without entry on transcript.....August 29  
Last date to drop with a full refund .....August 29  
(Student is responsible for tuition/fees after this date.)  
Last date to withdraw with an automatic "W" .....November 12  
Last date to withdraw from a class .....December 1

**X. COURSE OUTLINE AND SCHEDULE:**

August 7 or 11	Mentor/Intern Workshop
August 12-15	August Experience
August 18-22	Back to Campus Days Student Teaching Policies & Procedures Stages of Teacher & Mentor Teacher Development Career Lesson Plan & Presentation University Supervisors No Child Left Behind Inclusion
August 25-October 7	First Placement
October 8-10, 13-14	Back to Campus Days Process First Student Teaching Assignment Learning Preferences Job Search Information Portfolio Submission
October 20-December 5	Second Placement
December 8-10	Back to Campus Days Process Second Student Teaching Assignment Final Portfolio Submission Certification Paperwork Professional Development Plan Exit Survey Teacher Recognition Celebration

It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler Room 314.

## **XI. BIBLIOGRAPHY:**

### **Student Teaching Experiences**

- Clement, M. (1999). Reducing the stress of student teaching. *Contemporary Education*, 70(4), 20-26.
- Noddings, N. (2004). Learning from our students. *Kappa Delta Pi Record, Summer*, 154-159.
- Stoneaker, L. (2007). Getting the most out of your mentoring. *New Teacher Advocate, Winter*, 4-5.
- Tigchelaar, A., & Korthagen, F. (2004). Deepening the exchange of student teaching experiences: Implications for the pedagogy of teacher education of recent insights into teacher behaviour. *Teaching and Teacher Education*, 20, 665-679.
- Woods, A. M., & Weasmer, J. (2003). Great expectations for student teachers: Explicit and implied. *Education*, 123(4), 681-688.

### **Reflection**

- Bennett, C. K. (1994). Promoting teacher reflection through action research: What do teachers think? *Journal of Staff Development*, 15(1), 34-38.
- Corcoran, C. A., & Leahy, R. (2003). Growing professionally through reflective practice. *Kappa Delta Pi Record, Fall*, 30-33.

### **Classroom Management**

- Curwin, R. L., & Mendler, A. N. (1999). *Discipline with dignity*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fay, J., & Funk, D. (1995). *Teaching with love and logic: Taking control of the classroom*. Golden, CO: The Love and Logic Press, Inc.
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## Appendix E: Cameron Student Teaching Calendar

# Fall 2008

August 7	Mentor Training (Duncan)
August 11	Mentor Training (Lawton)
August 8 – August 14	August Experience (Duncan)
August 12 – August 15	August Experience (Lawton)
August 18-August 22	Back to Campus (9-12) Classroom Management (1-4)
August 25 – October 7	First Placement
October 8-10, 13-14	Back to Campus (9-12) Classroom Management (1-4)
October 15	Free Day (P/T conferences)
October 20 – December 5	Second Placement
December 8 – December 10	Back to Campus (9-12)



The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students. An educator who is COMPETENT displays the following dispositions: values the subject matter (s)he teaches; appreciates multiple teaching strategies; and uses fair and consistent practices. An educator who is CARING displays the following dispositions: exhibits a belief that all students can learn; demonstrates strong interpersonal skills; and is sensitive to student needs. An educator who is COMMITTED displays the following dispositions: demonstrates professionalism; is a reflective decision-maker; and is dedicated to the profession.

## Appendix F: Weekly Reflection Rubric

### Competency #9

All reflections for your first student teaching placement should be added to Competency #9 in Chalk & Wire. These may be uploaded as a single document containing all reflections (preferable) or as separate documents. The following rubric will be used to evaluate all six (6) reflections as one artifact.

Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
The candidate reflects on student teaching on a weekly basis.	One or more of the six (6) weekly reflections is less than one page in length.	Each of the six (6) weekly reflections is at least one page in length.	All reflections are submitted as a single document.
The candidate fully reflects on student teaching.	All of the four (4) given reflection prompts are <u>not</u> addressed in each weekly reflection.	All of the four (4) given reflection prompts are addressed in each weekly reflection.	N/A
The candidate evaluates the effects of his or her choices and actions on students.	When considered together, the weekly reflections do <u>not</u> include an evaluation of choices and/or actions on students.	When considered together, the weekly reflections include an evaluation of choices and/or actions on students.	When considered together, the weekly reflections include an evaluation of choices and/or actions on students including a specific application of learning from coursework.
The candidate evaluates the effects of his or her choices and actions on parents.	When considered together, the weekly reflections do <u>not</u> include an evaluation of choices and/or actions on parents.	When considered together, the weekly reflections include an evaluation of choices and/or actions on parents.	When considered together, the weekly reflections include an evaluation of choices and/or actions on parents including a specific application of learning from coursework.
The candidate evaluates the effects of his or her choices and actions on other professionals.	When considered together, the weekly reflections do <u>not</u> include an evaluation of choices and/or actions on other professionals.	When considered together, the weekly reflections include an evaluation of choices and/or actions on other professionals.	When considered together, the weekly reflections include an evaluation of choices and/or actions on other professionals including a specific application of learning from coursework.
The candidate modifies actions when needed.	When considered together, the weekly reflections do <u>not</u> include a discussion of actions that have been modified as a result of reflection.	When considered together, the weekly reflections include a discussion of actions that have been modified as a result of reflection.	When considered together, the weekly reflections include a discussion of actions that have been modified as a result of reflection including a reference to specific learning from coursework.
The candidate actively seeks opportunities for professional growth.	When considered together, the weekly reflections do <u>not</u> include discussion of potential opportunities for professional growth.	When considered together, the weekly reflections include discussion of potential opportunities for professional growth.	When considered together, the weekly reflections include discussion of potential opportunities for professional growth including a specific plan of action.

rev. 12/07

## Appendix G: Technology & Multiculturalism Lesson Plans Assignment & Rubric

### Competency #15

Each student teacher is required to develop and teach full lesson plans for the following:

- one for each lesson the university supervisor observes (2 per placement)
- one lesson incorporating technology (1 across both placements)
- one lesson incorporating multiculturalism (1 across both placements)

These lesson plans must follow the Cameron Lesson Plan Format (see Appendix L: Lesson Plan Format). The technology and multicultural lesson plans must be submitted via Chalk & Wire during the final week of Back to Campus Days.

Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<b>The candidate creates lesson plans including the Oklahoma Criteria for Effective Teaching Performance, as they are included in the CU lesson plan format.</b>	Neither lesson plan follows the Cameron University format.	At least one lesson plan follows the Cameron University format.	Both lesson plans follow the Cameron University format.
<b>The candidate incorporates technology into a lesson plan.</b>	Does not indicate that teacher and/or students use technology or technology-based resources to enhance instruction.	Provides details about teacher use of technology or technology-based resources to enhance instruction.	Provides details about all students using technology or technology-based resources to enhance instruction.
<b>The candidate is able to adapt to unplanned situations when using technology.</b>	Does not include an alternative activity that does not require the use of technology.	Includes an alternative activity that does not require the use of technology.	Includes an alternative method for teaching the lesson without the use of technology.
<b>The candidate incorporates multiculturalism into a lesson plan.</b>	Does not include multicultural objectives, resources, or activities.	Includes multicultural objectives, resources, and/or activities.	Includes multicultural objectives, resources, and/or activities in conjunction with the core curriculum.

# Appendix H: Portfolio Assignments for Elementary Education (rev. 9/24/07)

Name: \_\_\_\_\_

CU ID #: \_\_\_\_\_

## OK Competency 1: Content Knowledge

- EDUC 4483: Science Methods – Inquiry-based Lesson Plan
- EDUC 4463: Math Methods – Inquiry-based Activity

## OK Competency 2: Development

- EDUC 3733: Developmental Psychology – Child Observation Paper & Game

## OK Competency 3: Exceptionalities

- EDUC 3013: Cultural Foundations – Cultural Identity Paper
- EDUC 3753: Educational Psychology – Motivational Analysis
- EDUC 4553: Reading Diagnosis – Case Summary

## OK Competency 4: Curriculum Integration

- EDUC 3673: Media & Technology – Multimedia Presentation
- EDUC 4423: Language Arts Methods – Lesson Plan
- EDUC 4443: Social Studies Methods – Lesson Plan
- EDUC 4463: Math Methods – Lesson Plan

## OK Competency 5: Classroom Management

- EDUC 4653: Assessment – Sociogram
- EDUC 3612: Classroom Management – Video Self-Assessment of Teaching

## OK Competency 6: Communication

- EDUC 3533: Intermediate Reading – ELL Strategy File
- EDUC 3612: Classroom Management – Video Self-Assessment of Teaching

## OK Competency 7: Planning

- EDUC 4313: Practicum – Teacher Work Sample

## OK Competency 8: Assessment

- EDUC 4653: Assessment – Teacher-Made Test
- EDUC 4653: Assessment – Assessment Reflection
- EDUC 4553: Reading Diagnosis – Informal Reading Assessments

## OK Competency 9: Reflection

- Student Teaching: First Placement – Weekly Reflections
- Student Teaching: Back to Campus Days – Professional Development Plan

## OK Competency 10: Collegiality

- EDUC 3673: Media & Technology – Two-Way Communication Web Site
- EDUC 3513: Primary Reading – Parent/Caregiver Literacy Pamphlet (primary grades)
- EDUC 3533: Intermediate Reading – Parent/Caregiver Literacy Pamphlet (intermediate grades)

## OK Competency 11: Career Awareness

- EDUC 4443: Social Studies Methods – Interactive Bulletin Board
- Student Teaching: Back to Campus Days – Career Lesson Plan

## OK Competency 12: Learning & Change

- EDUC 3013: Cultural Foundations – Philosophy of Education
- Student Teaching: Second Placement – Student Interest Inventory

## OK Competency 13: Legal Aspects

- SPED 3103: Exceptional Child – IEP with Impact and Legal Responsibility

## OK Competency 14: Oklahoma Core Curriculum (PASS)

- EDUC 3003: Introduction to Teaching – Lesson Plan

## OK Competency 15: Oklahoma Criteria for Effective Teaching

- EDUC 3753: Educational Psychology – Observation Assignment
- Student Teaching – Final Mentor and Supervisor Evaluations
- Student Teaching – Technology & Multicultural Lesson Plans

## Theory to Practice

- EDUC 3753: Educational Psychology – Observation Reports

## Appendix I: Oklahoma General Competency Rubric

Element Evaluated	Does Not Meet Standard	Meets the Standard	Exceeds the Standard
OK General Competency 1: Content Knowledge	The teacher candidate does not demonstrate understanding of the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches as evidenced by the candidates' use of fewer than two examples linking curriculum to prior learning and by utilizing mainly lecture to teach the content.	The teacher candidate understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches as demonstrated by the candidates' use of one or more example that links curriculum to prior learning and by utilizing methods of inquiry to teach the content.	The teacher candidate understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches as demonstrated by the candidates' use of two or more examples that link curriculum to prior learning and by utilizing inquiry-based teaching to teach the content.
	The teacher candidate does not demonstrate the ability to create learning experiences that make subject matter meaningful for students as demonstrated by the candidates' limited use of appropriate resources and materials, presentation of subject matter in one modality and teaching content areas independent of other subject areas.	The teacher candidate creates learning experiences that make subject matter meaningful for students as demonstrated by the candidates' use of appropriate resources and materials, presentation of subject matter in at least two ways and by using limited interdisciplinary approaches to teaching and learning.	The teacher candidate creates learning experiences that make subject matter meaningful for students as demonstrated by the candidates' use of advanced technology as a resource, presentation of subject matter in more than two ways and by using interdisciplinary approaches to teaching and learning.
OK General Competency 2: Student Development	The teacher fails to demonstrate understanding of how children learn and develop by designing instruction appropriate for social, cognitive, or emotional development, or by creating relevance for students by linking with their prior experiences, or by providing opportunities for students to assume responsibility for their learning, or by encouraging student reflection on prior knowledge and its connection to new information, or by accessing student thinking as a basis for instructional activities.	The teacher demonstrates an understanding of how children learn and develop by designing instruction appropriate for social, cognitive, and emotional development, by creating relevance for students by linking with their prior experiences, by providing opportunities for students to assume responsibility for their learning, by encouraging student reflection on prior knowledge and its connection to new information, and by accessing student thinking as a basis for instructional activities.	The teacher demonstrates an extensive understanding of the structure and function of how children learn and develop by designing consistent in-depth instruction appropriate for social, cognitive, and emotional development, by creating relevance for students by linking with their prior experiences, by providing opportunities for students to assume responsibility for their learning, by encouraging student reflection on prior knowledge and its connection to new information, and by accessing student thinking as a basis for instructional activities.
OK General Competency 3: Diverse Learners	The teacher does not demonstrate an understanding of how students differ in their approaches to learning by designing instruction appropriate to students' stages of development, learning styles, strengths and needs, or by selecting approaches that provide opportunities for different performance modes, or by accessing appropriate services to meet exceptional learning needs when needed, or by adjusting instruction to accommodate the learning differences or needs of students, or by using knowledge of different cultural contexts within the community, or by creating a learning community that respects individual differences.	The teacher demonstrates an understanding of how students differ in their approaches to learning by designing instruction appropriate to students' stages of development, learning styles, strengths and needs, by selecting approaches that provide opportunities for different performance modes, by accessing appropriate services to meet exceptional learning needs when needed, by adjusting instruction to accommodate the learning differences or needs of students, by using knowledge of different cultural contexts within the community, and by creating a learning community that respects individual differences.	The teacher comprehensively demonstrates a systematic and effective understanding of how students differ in their approaches to learning by designing instruction appropriate to students' stages of development, learning styles, strengths and needs, by selecting approaches that provide opportunities for different performance modes, by accessing appropriate services to meet exceptional learning needs when needed, by adjusting instruction to accommodate the learning differences or needs of students, by using knowledge of different cultural contexts within the community, and by creating a learning community that respects individual differences.
OK General Competency 4: Multiple Instructional Strategies	The teacher does not adequately demonstrate understanding of the instructional strategies used to encourage student development. The teacher does not select and use multiple teaching and learning strategies, does not encourage students to assume responsibility for identifying and using learning resources, and does not employ different roles in the instructional process.	The teacher demonstrates an understanding of the variety of instructional strategies used to encourage student development to include selecting and using multiple teaching and learning strategies to encourage critical thinking and problem solving, encouraging students to assume responsibility for identifying and using learning resources, and employing different roles in the instructional process such as instructor, facilitator, coach, audience to accommodate content, purpose and learner needs.	The teacher understands and is able to provide a comprehensive, thorough explanation of the variety of instructional strategies used to encourage student development to include selecting and using multiple teaching and learning strategies to encourage critical thinking and problem solving, encouraging students to assume responsibility for identifying and using learning resources, and employing different roles in the instructional process such as instructor, facilitator, coach, audience to accommodate content, purpose and learner needs.

OK General Competency 5: Motivation and Management	The teacher is unable to demonstrate understanding of individual and group motivation by encouraging clear procedures and expectations that ensure students assume responsibility for themselves and others, or that they can work collaboratively and independently, or engage in purposeful learning activities. It does not engage students by relating lessons to students' personal. It does not organize, allocate, or manage time, space and activities in ways that are conducive to learning.	The teacher demonstrates an understanding of individual and group motivation by encouraging clear procedures and expectations that ensure students assume responsibility for themselves and others, that they work collaboratively and independently, and engage in purposeful learning activities. It engages students by relating lessons to students' personal interests giving students choices in their learning. It organizes, allocates, and manages time, space and activities in ways that are conducive to learning. It organizes, prepares students for, and monitors independent and group work. It analyzes classroom environments and interactions and makes adjustment to enhance social relationships and productive work.	The teacher demonstrates an in-depth, comprehensive and sustainable understanding of individual and group motivation by encouraging clear procedures and expectations that ensure students assume responsibility for themselves and others, that they work collaboratively and independently, and engage in purposeful learning activities. It engages students by relating lessons to students' personal interests giving students choices in their learning. It organizes, allocates, and manages time, space and activities in ways that are conducive to learning. It organizes, prepares students for, and monitors independent and group work. It analyzes classroom environments and interactions and makes adjustment to enhance social relationships and productive work.
OK General Competency 6: Communication and Technology	The teacher is not able to demonstrate an understanding of individual or group motivation by encouraging procedures and expectations that ensure students assume responsibility for themselves and others, or that they work collaboratively and independently, or engage in purposeful learning activities. It does not engage students by relating lessons to students' personal interests giving students choices in their learning. It does not organize, allocate, and manage time, space and activities in ways that are conducive to learning.	The teacher demonstrates an understanding of individual and group motivation by encouraging clear procedures and expectations that ensure students assume responsibility for themselves and others that they work collaboratively and independently, and engage in purposeful learning activities. It engages students by relating lessons to students' personal interests giving students choices in their learning. It organizes, allocates, and manages time, space and activities in ways that are conducive to learning. It organizes, prepares students for, and monitors independent and group work. It analyzes classroom environments and interactions and makes adjustment to enhance social relationships and productive work.	The teacher demonstrates conceptual knowledge and practiced proficiency in his understanding of individual and group motivation by encouraging clear procedures and expectations that ensure students assume responsibility for themselves and others, that they work collaboratively and independently, and engage in purposeful learning activities. It engages students by relating lessons to students' personal interests giving students choices in their learning. It organizes, allocates, and manages time, space and activities in ways that are conducive to learning. It organizes, prepares students for, and monitors independent and group work. It analyzes classroom environments and interactions and makes adjustment to enhance social relationships and productive work.
OK General Competency 7: Planning	The teacher demonstrates an ability to plan instruction based upon knowledge of subject matter, students, and community through lesson plans and activities designed to address variation in learning styles, performance modes, and diverse learners, through development of plans that are appropriate for curriculum goals based on instruction, through adjusting plans to respond to unanticipated sources or student needs, and through development of short and long-range plans.	The teacher demonstrates an ability to plan instruction based upon knowledge of subject matter, students, and community through lesson plans and activities designed to address variation in learning styles, performance modes, and diverse learners, through development of plans that are appropriate for curriculum goals based on instruction, through adjusting plans to respond to unanticipated sources or student needs, and through development of short and long-range plans.	The teacher demonstrates an vital ability to plan effective, comprehensive instruction based upon knowledge of subject matter, students, and community through lesson plans and activities designed to address variation in learning styles, performance modes, and diverse learners, through development of plans that are appropriate for curriculum goals based on instruction, through adjusting plans to respond to unanticipated sources or student needs, and through development of short and long-range plans.
OK General Competency 8: Assessment	The teacher does not adequately demonstrate ability to use assessment strategies to evaluate learners. The teacher does not select or construct assessment strategies appropriate to learning outcomes, does not use a variety of strategies to inform choices about student progress, does not involve learners in self-assessment activities, does not evaluate the effects of class activities, and does not maintain adequate records of student work and performance,	The teacher demonstrates an ability to use formal and informal assessment strategies to evaluate learners by selecting and constructing assessment strategies appropriate to learning outcomes, by using a variety of formal and informal strategies to inform choices about student progress and adjust instruction, by involving learners in self-assessment activities so they become aware of their strengths and needs, by evaluating the effects of class activities through questioning and analysis of student work, by maintaining useful records of student work and performance, and by soliciting information about students' experiences, learning behavior, needs and progress.	The teacher demonstrates a comprehensive ability to use formal and informal embedded assessment strategies to effectively and proficiently evaluate learners by selecting and constructing assessment strategies appropriate to learning outcomes, by using a variety of formal and informal strategies to inform choices about student progress and adjust instruction, by involving learners in self-assessment activities so they become aware of their strengths and needs, by evaluating the effects of class activities through questioning and analysis of student work, by maintaining useful records of student work and performance, and by soliciting information about students' experiences, learning behavior, needs and

			progress.
OK General Competency 9: Reflective Practice and Professional Growth	The teacher fails to demonstrate that he or she is a reflective practitioner defined as one who continually evaluates the effects of choices and actions on others as indicated by any of the following indicators: the use of classroom observation, information about students, and research as sources for evaluating outcomes; by the use of professional literature, colleagues, and other resources to support self-development as a learner and as a teacher; by consulting with colleagues within professional arenas as support for reflection, problem-solving, and new ideas, actively sharing experiences and seeking and giving feedback.	The teacher demonstrates that he or she is a reflective practitioner defined as one who continually evaluates the effects of choices and actions on others as indicated by the use of classroom observation, information about students, and research as sources for evaluating outcomes and revising classroom practice, by the use of professional literature, colleagues, and other resources to support self-development as a learner and as a teacher, and by consulting with colleagues within professional arenas as support for reflection, problem-solving, and new ideas, actively sharing experiences and seeking and giving feedback.	The teacher demonstrates a deep understanding of his role as a fluent, reflective practitioner defined as one who continually evaluates the effects of choices and actions on others as indicated by the use of classroom observation, information about students, and research as sources for evaluating outcomes and revising classroom practice, by the use of professional literature, colleagues, and other resources to support self-development as a learner and as a teacher, and by consulting with colleagues within professional arenas as support for reflection, problem-solving, and new ideas, actively sharing experiences and seeking and giving feedback.
OK General Competency 10: School and Community Involvement	The teacher does not adequately demonstrate ability to foster relationships with school colleagues, parents, and community agencies by participating in collegial activities designed to make the school a productive learning environment, or by linking with counselors, teachers of other classes and professionals in community agencies to support students' learning and well-being, or by seeking to establish cooperative partnerships with parents to support student learning, or by being an advocate for students.	The teacher demonstrates an ability to foster relationships with school colleagues, parents, and community agencies by participating in collegial activities designed to make the school a productive learning environment, by linking with counselors, teachers of other classes and professionals in community agencies to support students' learning and well-being, by seeking to establish cooperative partnerships with parents to support student learning, and by being an advocate for students.	The teacher demonstrates an exceptional ability to foster meaningful and productive relationships with school colleagues, parents, and community agencies by participating in collegial activities designed to make the school a productive learning environment, by linking with counselors, teachers of other classes and professionals in community agencies to support students' learning and well-being, by seeking to establish cooperative partnerships with parents to support student learning, and by being an advocate for students.
OK General Competency 11: Career Awareness	The teacher does not demonstrates ability to encourage students to apply their knowledge, skills, tools, and ideas to real-world situations and potential careers, or to model career, vocational, and transition programs for students, or to design and implement academic programs that address independent living and career education for diverse students, or to collaborate with team members to plan student transition to adulthood that could encourage career development or community involvement.	The teacher demonstrates an ability to encourage students to apply their knowledge, skills, tools, and ideas to real-world situations and potential careers, to model career, vocational, and transition programs for students, to design and implement academic programs that address independent living and career education for diverse students, and to collaborate with team members to plan student transition to adulthood that encourages community involvement.	The teacher demonstrates a substantial ability to successfully encourage students to apply their knowledge, skills, tools, and ideas to real-world situations and potential careers, to model career, vocational, and transition programs for students, to design and implement academic programs that address independent living and career education for diverse students, and to collaborate with team members to plan student transition to adulthood that encourages career development and community involvement.
OK General Competency 12: Continuous Lifelong Learning	The teacher is not able to demonstrate an understanding of and the value of lifelong learning processes by using best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning.	The teacher demonstrates an understanding of and the value of lifelong learning processes by using best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning.	The teacher consistently demonstrates in practice an understanding of and the value of lifelong learning processes by using best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning.
OK General Competency 13: Legal Aspects of Teaching	The teacher does not demonstrate a sufficient working knowledge of or the ability to apply legal aspects of teaching, including the rights and responsibilities of students, parents, and school staff. The teacher lacks an understanding of knowledge of the legal system and due process regarding families served under IDEA.	The teacher demonstrates a working knowledge of and the ability to apply legal aspects of teaching, including the rights and responsibilities of students, parents, and school staff. This understanding includes knowledge of the legal system and due process provisions with regard to families served under IDEA.	The teacher critically demonstrates a significant, in-depth working knowledge of and the ability to apply legal aspects of teaching, including the rights and responsibilities of students, parents, and school staff. This understanding includes knowledge of the legal system and due process provisions with regard to families served under IDEA.
OK General Competency 14: Oklahoma Core Curriculum Instructional Strategies	The teacher does not demonstrate an understanding of state legislative provisions governing the curriculum and testing required under the PASS core curriculum and the specific features of that curriculum.	The teacher demonstrates an understanding of state legislative provisions governing the curriculum required under the PASS core curriculum.	The teacher demonstrates a broad, in-depth understanding of state legislative provisions governing the curriculum required under the PASS core curriculum.

<p>OK General Competency 15: Teacher Evaluation Criteria</p>	<p>The teacher does not demonstrate an adequate understanding of employee evaluation policy and purpose. The teacher does not embrace or deploy the Joint Committee on Standards for Educational Evaluation four categories that reflect attributes of sound and fair teacher evaluation and does not follow the prescribed criteria for effective teaching performance prescribed by state law.</p>	<p>The teacher demonstrates an understanding of state and local employee evaluation policy and purpose by embracing and deploying the Joint Committee on Standards for Educational Evaluation four categories that reflect attributes of sound and fair teacher evaluation.</p> <p>Propriety: Teacher evaluations will be conducted in a legal and ethical manner with established guidelines that serve the interests of those being evaluated and those they serve.</p> <p>Utility: Teacher evaluations will be designed to be informative to teachers and districts, allow for timely and practical reporting, and provide direction for assistance in using the results.</p> <p>Feasibility: Teacher evaluation implementation should be practical, efficiently and effectively implemented, and viable for all educational stakeholders without sacrificing accuracy.</p> <p>Accuracy: Teacher evaluations will be assessed for their validity and reliability with evaluation training provided to those conducting the evaluation to ensure fair and unbiased evaluation. Evaluations will be justified through evidence with appeal procedures established so high stakes decisions are open to review.</p> <p>Effective teacher evaluation should use multiple assessments and data sources.</p>	<p>The teacher demonstrates a thorough and comprehensive understanding of state and local employee evaluation policy and purpose by embracing and deploying the Joint Committee on Standards for Educational Evaluation four categories that reflect attributes of sound and fair teacher evaluation.</p> <p>Propriety: Teacher evaluations will be conducted in a legal and ethical manner with established guidelines that serve the interests of those being evaluated and those they serve.</p> <p>Utility: Teacher evaluations will be designed to be informative to teachers and districts, allow for timely and practical reporting, and provide direction for assistance in using the results.</p> <p>Feasibility: Teacher evaluation implementation should be practical, efficiently and effectively implemented, and viable for all educational stakeholders without sacrificing accuracy.</p> <p>Accuracy: Teacher evaluations will be assessed for their validity and reliability with evaluation training provided to those conducting the evaluation to ensure fair and unbiased evaluation. Evaluations will be justified through evidence with appeal procedures established so high stakes decisions are open to review.</p> <p>Effective teacher evaluation should use multiple assessments and data sources.</p>
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## Appendix J: Career Lesson Plan Assignment & Rubric

Competency #11

### Assignment

In groups of 3 or 4, pick a content area out of the hat provided. Within that content area, choose one PASS objective to teach to the rest of the class.

During your lesson, which should last no longer than 20 minutes, your group must teach the objective in a way that allows students to see how learning can be connected to career concepts. You will need to write up your lesson using the Lesson Plan Format used for student teaching and bring five (5) copies to class.

During the presentations, each group will act as the University Supervisors for another group by completing the University Supervisor Student Teaching Assessment.

All group members should participate in both the planning and delivery of your lesson. Remember that the focus of this assignment is on the instruction itself rather than the classroom management (e.g. transition time, organization of materials) that is inevitable while teaching.

After the lesson presentation, each team member will complete a short reflection using the Guidelines for Reflection.

### Artifact Rubric

Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
The candidate understands the lesson plan format from the perspective of a classroom teacher.	The lesson plan does not include each element accurately and as applied to the lesson focus.	The lesson plan includes each element accurately and as applied to the lesson focus.	The lesson plan includes each element accurately and as applied to the lesson focus. Specific, illustrative examples are included in the lesson for at least four (4) elements.
The candidate understands the lesson plan format from the perspective of a university supervisor.	A peer review of the lesson is not included.	One (1) peer review of the lesson is included.	More than one (1) peer review of the lesson is included.
The candidate incorporates the elements of the lesson plan in designing instructional strategies.	The team addresses fewer than six (6) of the teaching/learning elements (A-H) while teaching the lesson.	The team addresses six (6) of the teaching/learning elements (A-H) while teaching the lesson.	The team addresses all eight (8) of the teaching/learning elements (A-H) while teaching the lesson.
The candidate understands how to apply career concepts to the academic curriculum.	The career concept included is not used appropriately as part of the written lesson plan.	At least one career concept is included in an appropriate way as part of the written lesson plan.	At least one career concept is included in an appropriate way as part of the written lesson plan and in the teaching of the lesson.

## Appendix K: Artifact Reflection Rubric

Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Description of the Artifact	Does not include description of the artifact, when it was created, who was involved, <u>or</u> explains how the artifact represents Cameron's conceptual framework	Includes description of the artifact, when it was created, who was involved, <u>and</u> explains how the artifact represents Cameron's conceptual framework	Includes description of the artifact, when it was created, who was involved, explains how the artifact represents Cameron's conceptual framework, <u>and</u> provides details of the candidate's dispositions at the time of the artifact's creation
Analysis and Interpretation	Does not include any specific examples in the discussion of how the artifact demonstrates understanding of all elements of the competency	Includes one (1) specific example of how the artifact demonstrates understanding of all elements of the competency	Includes two (2) or more specific examples of how the artifact demonstrates understanding of all elements of the competency
Meaning and Application	Includes one (1) specific example of what the candidate learned from the experience of creating the artifact <u>or</u> one (1) specific example of how this experience might change future thinking, behavior, or interactions	Includes one (1) specific example of what the candidate learned from the experience of creating the artifact <u>and</u> one (1) specific example of how this experience might change future thinking, behavior, or interactions	Includes more than one (1) specific example of what the candidate learned from the experience of creating the artifact <u>and</u> more than one (1) specific example of how this experience might change future thinking, behavior, or interactions
Implications for Action	Includes discussion of what candidate will do differently in the future as a result of this experience <u>or</u> how the artifact will help the candidate to become a better teacher in terms of the given competency	Includes discussion of what candidate will do differently in the future as a result of this experience <u>and</u> how the artifact will help the candidate to become a better teacher in terms of the given competency	Includes discussion of what candidate will do differently in the future as a result of this experience, how the artifact will help the candidate to become a better teacher in terms of the given competency, <u>and</u> how this artifact could be used to impact student learning

## Appendix L: Lesson Plan Format

Title of Lesson: \_\_\_\_\_

Content: \_\_\_\_\_

Subject: \_\_\_\_\_

Grade Level: \_\_\_\_\_

1. Brief Description of the Learning Activity: Describe what you want students to gain from this lesson.
2. Prior Knowledge and Experiences of Students OR Contextual Information: Describe what you know about students' prior knowledge and experiences which are necessary for this lesson and/or describe the demographics of the class.
3. P.A.S.S. Objectives: Include the P.A.S.S. objectives that relate to this lesson.
4. Behavioral Objectives: What will the students know and do as a result of this experience? Explain how or if your lesson incorporates higher order thinking skills.
5. Assessment: How will you assess the lesson? Tie the assessment to the objectives.
6. Teaching/Learning:
  - A. Introduction: How will the students' attention be focused? Set the stage for what students will learn. Recall previous learning. This is the "hook."
  - B. Instructional Strategies/Differentiated Instruction: How do you plan to teach this lesson? In what alternate ways could you teach this lesson to meet multiple intelligences and/or learning styles?
  - C. Modeling: Demonstrate the concept/skill/strategy for the students.
  - D. Guided Practice: Complete the concept/skill/strategy with the students.
  - E. Independent Practice: Allow the students to complete the concept/skill/strategy by themselves.
  - F. Closure: Help students summarize the learning and/or set context for next lesson. This is the transition to the next activity. How would you "get off" of the stage?
  - G. Adaptations: How will you accommodate students who may have difficulty with the assignment? What changes would you make for physical or learning disabilities?
  - H. Extensions: Include activities for those who finish early, etc.
7. Developmentally Appropriate: Explain how your lesson plan is developmentally appropriate.
8. Technology: Explain how or if your lesson incorporates technology.
9. Materials: List anticipated materials and resources needed for this lesson. If the materials were created by someone else, be sure to give credit.

# Appendix M: Student Interest Inventory Assignment & Rubric

## Assignment

Create a Student Interest Inventory to help you get to know the students in your second student teaching placement. Your inventory should be developmentally appropriate for your students (be sure to include the grade level); therefore the number of items will vary. You should aim for unique and creative items.

At the beginning of your second placement, administer the inventory to your students. Analyze and reflect upon the results of your inventory. Include a summary of your students' responses and a discussion of how you plan to incorporate your findings in your teaching during the placement to make learning enjoyable for the students.

## Rubric

Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
The candidate can create a developmentally appropriate student interest inventory.	The candidate creates a student interest inventory that is developmentally appropriate in terms of the number of items <u>or</u> the type of items included.	The candidate creates a student interest inventory that is developmentally appropriate in terms of the number of items <u>and</u> the type of items included.	The candidate creates a student interest inventory that is developmentally appropriate in terms of the number of items <u>and</u> the type of items included, as well as modifying the inventory for students with exceptionalities.
The candidate can create unique and creative questions for getting to know students.	The candidate creates fewer than three (3) unique and creative questions for getting to know students.	The candidate creates at least three (3) unique and creative questions for getting to know students.	The candidate creates more than three (3) unique and creative questions for getting to know students.
The candidate can summarize student data from a student interest inventory.	The candidate does not summarize student data for each question.	The candidate summarizes the student data for each question in either narrative <u>or</u> chart/graph format.	The candidate summarizes the student data for each question in both narrative <u>and</u> chart/graph format.
The candidate understands the concept of making learning enjoyable.	The candidate uses information from the student interest inventory to create mundane learning experiences for students.	The candidate uses information from the student interest inventory to create enjoyable learning experiences for the whole class.	The candidate uses information from the student interest inventory to create enjoyable learning experiences for students in small groups and/or as individuals.

# Appendix N: Professional Development Plan Assignment & Rubric

## Competency #9

### Part One: Self-Assessment

Using specific evidence from your student teaching evaluations and/or conversations with your mentor and university supervisor, reflect on your student teaching in terms of areas for professional improvement. Consider personal goals that emphasize your learning not new solutions to problems you encountered in the classroom.

### Part Two: Develop SMART Goals

- Develop SPECIFIC professional development goals based on your self-assessment. At least one goal should focus on working with parents and/or colleagues, and at least one goal should focus on student learning.
- Describe how you will MEASURE your progress. Explain how you will know that you have met your goals.
- Show that your goals are ATTAINABLE. Show how you will meet each goal. Describe the resources that are available to you and how you will use them.
- Explain how your goals are RELEVANT to your licensure area.
- Outline the TIME required to complete your goals.

### Part Three: Plan Professional Development to Meet Your Goals

Decide on the activities or strategies you will include in your plan to accomplish your goals. At least one activity must involve a professional organization.

### Part Four: Implement Your Learning, Review Your Plan, Reflect on your Goals

To be completed on your own.

SMART goals concept adapted from the Vermont Department of Education <http://www.state.vt.us/educ>

Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
The candidate evaluates the effects of his/her choices and actions on others.	Reflections are supported by fewer than three pieces of evidence.	Reflections are supported by at least three pieces of evidence, with at least one piece being an analysis of student work.	Reflections are supported by more than three pieces of evidence, with at least one piece being an analysis of student work.
The candidate modifies his/her actions when needed.	Develops fewer than three specific, measurable, and attainable professional development goals <u>or</u> goals are not tied to the self-assessment <u>or</u> does not include goals focusing on working with parent and/or colleagues and focusing on student learning.	Develops three specific, measurable, and attainable professional development goals that are tied to the self-assessment. One goal must focus on working with parents and/or colleagues, and one goal must focus on student learning.	
The candidate actively seeks opportunities for continued professional growth.	Does not include activities and strategies in support of the goals and/or does not involve a professional organization.	Includes activities and strategies in support of the goals listed. At least one activity must involve a professional organization.	Includes activities and strategies in support of the goals listed. Activities and strategies must represent multiple perspectives with at least one activity involving a professional organization.

## Appendix O: Student Teaching Evaluations Rubric

### Rubric

Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
The candidate demonstrates the ability to teach according to the Oklahoma Criteria for Effective Teaching as evidenced by the final mentor evaluation.	No final mentor evaluations are present.	The final mentor evaluation is present from one placement.	The final mentor evaluation (as indicated by the ACEI addendum) is present from both placements.
The candidate demonstrates the ability to teach according to the Oklahoma Criteria for Effective Teaching as evidenced by supervisor evaluations.	One supervisor evaluation from each placement is <u>not</u> present.	One supervisor evaluation from each placement is present.	Two supervisor evaluations from each placement are present.

## Appendix P: Teaching Styles Checklist

Read each of the following teaching style descriptions.

Teaching Style	Goal of Education	Curriculum	Primary Teaching Methods	Primary Forms of Assessment
Academic Rationalism Orientation:	to teach traditional academic disciplines	best works within each traditional discipline	lectures, reading, and class discussions	traditional tests and essays
Cognitive Processes Orientation:	to teach students the process of learning	content that enables students to practice problem-solving, critical thinking, communication skills, and use of the scientific method	thematic units, experiments, group inquiry, and independent research projects	projects and reports that demonstrate student learning
Personal Relevance Orientation:	to support development of students= self-constructed learning	based on students= needs, interests, and prior experiences	provides for student autonomy, giving students choices about what and how to learn	student contracts
Social Perspective Orientation:	to enhance students= awareness of the major issues facing society	integration of major social issues and service projects into the regular curriculum	class discussions, class meetings, role-playing activities, and simulation exercises	centers on students= understanding of social problems and their active participation in projects designed to solve them
Technological Orientation:	to promote mastery of knowledge and skills by providing instruction based upon measurable goals and objectives	in the regular curriculum, skills and concepts are broken down into their component parts	lessons taught step-by-step in a logical and sequential manner; provides many opportunities for practice	tests that require demonstration of mastery of each specific objective; pretests and posttests may be given to show gains in learning

For each teaching style, fill in the columns to indicate an example of the teaching style as it was observed in school settings during your field observations or internships. In the second column, provide an example of the teaching style that your instructors at Cameron have exhibited.

TEACHING STYLE	PUBLIC SCHOOL SETTINGS		UNIVERSITY PROGRAM	
	Example	Subject Area/Grade	Example	Course
Academic Rationalism Orientation:				
Cognitive Processes Orientation:				
Personal Relevance Orientation:				
Social Perspective Orientation:				
Technological Orientation:				

Adapted from Reflective Planning, Teaching, and Evaluation for the Elementary School. (1992), Judy W. Eby

## Appendix Q: Student Teaching Assessment

Week (circle one)    1    2    3    4    5    6    7    final

Student Teacher \_\_\_\_\_ Sem/Yr \_\_\_\_\_

Placement?     1<sup>st</sup>     2<sup>nd</sup>

Mentor Name \_\_\_\_\_ School \_\_\_\_\_

Grade/Subj \_\_\_\_\_

1=Does not meet expectations\*

2= Meets expectations

3 =Exceeds expectations

N/O=Not Observed

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

DISPOSITIONS	1	2	3	N/O	Comments
Values subject matter					
Appreciates multiple teaching strategies					
Willingness to use or familiarity with technology					
Willingness to involve others in the teaching process					
Uses fair and consistent practices					
Exhibits a belief that all students can learn.					
Provides equitable experiences for everyone involved					
Demonstrates strong interpersonal skills					
Is sensitive to student needs					
Shows willingness to help others					
Shows flexibility when appropriate					
Demonstrates professionalism					
Speaks and writes standard English					
Manages time and resources appropriately					
Works collaboratively with parents, students, and other professionals or colleagues					
Is a reflective decision maker					
Exhibits critical thinking/problem solving skills					
Reviews and revises decisions based on evidence					
Is dedicated to the profession					
Takes advantage of professional growth opportunities					
<b>KNOWLEDGE &amp; SKILLS</b>					
Promotes positive relations among students					
Creates an environment that promotes self-motivation					
Uses a variety of classroom management techniques					

Follows Oklahoma Criteria for Teaching Performance Instructional Indicators (establishes objectives, stresses sequence, relates objectives, involves all learners, explains content, explains directions, models, adjusts based on monitoring, guides practice, provides independent practice, establishes closure)					
Students are engaged in active learning					
Students are engaged in critical thinking					
Students are enthusiastic and interested in subject matter					
Uses assessment data to monitor teaching and student learning					
Student assessments provide evidence of learning					

STRENGTHS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

AREAS FOR IMPROVEMENT: \_\_\_\_\_

\_\_\_\_\_

PROBLEMS AND/OR CONFLICTS EXPERIENCED: \_\_\_\_\_

\_\_\_\_\_

Days Absent                      0            1            2            3            4            5

\_\_\_\_\_  
Mentor's Signature

\_\_\_\_\_  
Student Teacher's Signature



The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students. An educator who is COMPETENT displays the following dispositions: values the subject matter (s)he teaches; appreciates multiple teaching strategies; and uses fair and consistent practices. An educator who is CARING displays the following dispositions: exhibits a belief that all students can learn; demonstrates strong interpersonal skills; and is sensitive to student needs. An educator who is COMMITTED displays the following dispositions: demonstrates professionalism; is a reflective decision-maker; and is dedicated to the profession.

rev. 6/08

## Appendix R: ACEI Content Addendum (Final Evaluation)

Student Teacher \_\_\_\_\_ Sem/Yr \_\_\_\_\_

Placement?  1<sup>st</sup>  2<sup>nd</sup>

Mentor Name \_\_\_\_\_ School \_\_\_\_\_

Grade/Subj \_\_\_\_\_

1=Does not meet expectations

2= Meets expectations

3 =Exceeds expectations

N/O=Not Observed

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

READING, WRITING AND ORAL LANGUAGE	1	2	3	N/O	Comments
Demonstrates a high level of competence in the use of English language arts.					
Knows, understands, and uses concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills.					
Helps students successfully apply their developing English language arts skills to many different situations, materials, and ideas.					
SCIENCE					
Knows, understands, and uses fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences.					
Knows, understands, and uses fundamental concepts in science and technology, science in personal and social perspectives, and the history and nature of science.					
Knows, understands, and uses the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.					
MATHEMATICS					
Knows, understands, and uses the major concepts and procedures that define number and operations.					
Knows, understands, and uses the major concepts and procedures that define algebra, geometry, and measurement.					
Knows, understands, and uses the major concepts and procedures that define data analysis and probability.					
SOCIAL STUDIES					
Knows, understands, and uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas.					
Uses understanding of the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and independent world.					

<b>THE ARTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/O</b>	<b>Comments</b>
Knows, understands, and uses—as appropriate to his/her own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.						
<b>HEALTH EDUCATION</b>						
Knows, understands, and uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.						
<b>PHYSICAL EDUCATION</b>						
Knows, understands, and uses—as appropriate to his/her own understanding and skills—human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.						

STRENGTHS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

AREAS FOR IMPROVEMENT: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PROBLEMS AND/OR CONFLICTS EXPERIENCED: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Mentor's Signature

\_\_\_\_\_  
Student Teacher's Signature



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# Appendix S: Student Teaching Supervisor Assessment

Student Teacher \_\_\_\_\_ Mentor \_\_\_\_\_ Sem/Yr \_\_\_\_\_

School \_\_\_\_\_ Grade/Subj \_\_\_\_\_ Observation 1 2 3 4

1=Does not meet expectations\*      2= Meets expectations      3 =Exceeds expectations      N/O=Not Observed  
 \* For a score of 1, comments must be included.

DISPOSITIONS	1	2	3	N/O	Comments
Uses fair and consistent practices					
Demonstrates strong interpersonal skills					
Is sensitive to student needs					
Shows willingness to help others					
Shows flexibility when appropriate					
Demonstrates professionalism					
Speaks and writes standard English					
Manages time and resources appropriately					
Is a reflective decision maker					
Exhibits critical thinking/problem solving skills					
Reviews and revises decisions based on evidence					
KNOWLEDGE & SKILLS					
Promotes positive relations among students					
Creates an environment that promotes self-motivation					
Uses a variety of classroom management techniques					
Follows Oklahoma Criteria for Teaching Performance Instructional Indicators (establishes objectives, stresses sequence, relates objectives, involves all learners, explains content, explains directions, models, adjusts based on monitoring, guides practice, provides independent practice, establishes closure)					
Students are engaged in active learning					
Students are engaged in critical thinking					
Students are enthusiastic and interested in subject matter					
Uses assessment data to monitor teaching and student learning					

STRENGTHS: \_\_\_\_\_

AREAS FOR IMPROVEMENT: \_\_\_\_\_

PROBLEMS AND/OR CONFLICTS EXPERIENCED: \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Student Teacher's Signature



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# Appendix T: Student Teacher Plan of Improvement

According to the Teacher Education Program's Student Teacher Intervention and Review Procedure, a plan of improvement is written during a meeting of the student teacher, mentor teacher, and university supervisor. Failure to provide evidence of improvement in the areas listed below may result in removal from the placement and failure of the student teaching course. A copy of the signed plan must be submitted to the Coordinator of Field Experiences/CU Elementary Education Coordinator at Rogers State University.

Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School District: \_\_\_\_\_ School: \_\_\_\_\_

Area(s) of Concern

Expectations for Improvement

Re-evaluation Date: \_\_\_\_\_

\_\_\_\_\_  
Student Teacher Signature

\_\_\_\_\_  
Mentor Teacher Signature

\_\_\_\_\_  
University Supervisor Signature



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