

2022-2023

STUDENT TEACHING HANDBOOK

<http://www.cameron.edu/education>

Cameron University  
2800 W. Gore Blvd.  
Lawton, Oklahoma 73505

Rogers State University  
Prep Hall 204  
Claremore, Oklahoma 74017



**CAMERON UNIVERSITY**  
**Educator Preparation Program**  
**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered into by and between Cameron University,

\_\_\_\_\_ (host school), \_\_\_\_\_ (mentor),

and \_\_\_\_\_ (student teacher).

1. Access to student records shall be governed by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, commonly known as "FERPA," and all other applicable laws.
2. As applicable, the provisions of Executive Order 11246, as amended by EO 11375 and EO 11141 and as supplemented in Department of Labor regulations (41 CFR Part 60 et. Seq.) are incorporated into this Agreement. The parties represent that all services are provided without discrimination on the basis of race, color, religion, national origin, disability, sex, political beliefs, or veteran's status; they do not maintain nor provide for their employees any segregated facilities, nor will the parties permit their employees to perform their services at any location where segregated facilities are maintained. In addition, the parties agree to comply with the applicable provisions of Section 504 of the Rehabilitation Act and the Vietnam Era Veteran's Assistance Act of 1974, 38 U.S.C. § 4212.
3. Cameron University will pay a \$300.00 stipend to student teaching mentors who complete the mentor assignment, including participating in all required mentor training and submitting all required paperwork and assessments. Otherwise, this agreement entails no compensation or payment between the University and the mentor teacher, principal, or student teacher.
4. The Cameron University Student Teaching Handbook governs this Student Teaching Agreement. The roles and responsibilities of all parties are described in the Student Teaching Handbook. The parties are individually responsible for reading and complying with the Cameron University Student Teaching Handbook.
5. The Student Teacher Intervention and Review Procedure, included in the Cameron University Student Teaching Handbook, shall be followed if problems arise concerning the student teacher's classroom and/or professional performance.

The undersigned has received and read a copy of the Cameron University Student Teaching Handbook and agrees to all the terms and conditions contained or incorporated therein.

Signature: \_\_\_\_\_

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

Date: \_\_\_\_\_

☐ Student Teacher

☐ Mentor Teacher

☐ University Supervisor

☐ Principal

Please return to the Field Experiences Specialist/Academic Advisement Specialist.

rev. 7/18





## **Preface**

The purpose of Cameron University's Educator Preparation 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 an educator preparation 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 Educator Preparation Program is a cooperative endeavor of the university and local school systems.

The Educator Preparation 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 Educator Preparation Program

Cameron offers education degrees at the early childhood, elementary, and secondary levels. Secondary education programs are offered in English, mathematics, and social studies. Elementary/secondary programs are offered in instrumental and vocal music. Candidates in early childhood education and elementary education may elect to complete additional requirements for an add-on certification in the other area and/or may elect to complete additional requirements for an add-on certification in special 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:

- Reflectiveness
- Willingness to learn

An educator who is CARING displays the following dispositions:

- Advocating for the learning of all children
- Empathy
- Open-mindedness

An educator who is COMMITTED displays the following dispositions:

- Positive attitude
- Integrity
- Dedication
- Confidence



## 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*.

## Accreditation

Cameron University's early childhood education program is nationally-accredited through the National Association for the Education of Young Children (NAEYC). All other programs are state-accredited through the Office of Educational Quality and Accountability (OEQA). The full educator preparation unit is nationally-accredited through the Council for the Accreditation of Educator Preparation (CAEP).

## Cameron Candidate Competence

### ***InTASC Model Core Teaching Standards /Oklahoma State Standards for Teacher Licensure***

In April 2011, the Interstate Teacher Assessment and Support Consortium (InTASC) InTASC adopted new standards. These standards were adopted by the state of Oklahoma in 2013 as the state standards for teacher licensure.

## THE LEARNER & LEARNING

### ***Standard 1: Learner Development***

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

### ***Standard 2: Learning Differences***

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

### *Standard 3: Learning Environments*

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## CONTENT KNOWLEDGE

### *Standard 4: Content Knowledge*

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

### *Standard 5: Application of Content*

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## INSTRUCTIONAL PRACTICE

### *Standard 6: Assessment*

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

### *Standard 7: Planning for Instruction*

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

### *Standard 8: Instructional Strategies*

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

## PROFESSIONAL RESPONSIBILITY

### *Standard 9: Professional Learning & Ethical Practice*

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

### *Standard 10: Leadership & Collaboration*

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

### ***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.

Early Childhood Education

National Association for the Education of Young Children (NAEYC)

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

Elementary Education

Council for the Accreditation of Educator Preparation

<http://caepnet.org/accreditation/caep-accreditation/caep-k-6-elementary-teacher-standards>

English Education

National Council of Teachers of English (NCTE)

<http://www.ncte.org/about/over/standards>

Music Education

Oklahoma State Department of Education

<http://www.sde.state.ok.us/Teacher/ProfStand/pdf/Competencies.pdf>

Social Studies Education

National Council for the Social Studies (NCSS)

<http://www.socialstudies.org/teacherstandards/>

Special Education

Council for Exceptional Children (CEC)

<https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

### ***Standards of Performance and Conduct for Teachers***

**Oklahoma Administrative Code (OAC) 210:20-29-3, 4 – Effective June 25, 1993**

Teachers are charged with the education of the youth of this State. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire of the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

#### **Principle I: Commitment to the Students**

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work 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 teacher:

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, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly
  - A. Exclude any student from participation in any program;
  - B. Deny benefits to any students; or
  - C. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage,
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

## Principle II: Commitment to the Profession

Oklahoma Administrative Code (OAC) 210:20-29-4 – Effective June 25, 1993

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and 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 an unqualified person in the unauthorized practice of the profession;
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; and
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

## Student Teaching Transition Points

	<i>When Transition Point Occurs</i>	<i>Program</i>	<i>Major Assessments</i>
2	Entry to Student Teaching	All initial programs	<ul style="list-style-type: none"> <li>• Passing score on required Oklahoma Subject Area Tests (OSATs)</li> <li>• Satisfactory dispositional assessment from EDUC 4313: Practicum in Assessment and Instruction</li> <li>• Passing score on 5 portfolio standards</li> <li>• Satisfactory dispositional assessment from at least one methods course</li> <li>• <i>Additional program requirements listed below</i></li> </ul>
		Early Childhood	<ul style="list-style-type: none"> <li>• C or better in all Early Childhood major coursework</li> <li>• Satisfactory dispositional assessments from EDUC 4463 Mathematics Methods and EDUC 4552 Diagnosis &amp; Remediation of Reading Difficulties</li> <li>• Passing score on Early Childhood portfolio</li> </ul>
		Elementary	<ul style="list-style-type: none"> <li>• Satisfactory dispositional assessments from EDUC 4463 Mathematics Methods and EDUC 4552 Diagnosis &amp; Remediation of Reading Difficulties</li> <li>• C or better in all major coursework</li> </ul>
		English	<ul style="list-style-type: none"> <li>• C or better in all English Education major and professional education courses</li> <li>• Submission of content portfolio</li> </ul>
		Social Studies	<ul style="list-style-type: none"> <li>• C or better in all Social Studies Education major and professional education courses</li> </ul>
3	Exit from Student Teaching	All initial programs	<ul style="list-style-type: none"> <li>• Passing scores for final 10 standards</li> <li>• Satisfactory student teaching evaluations</li> <li>• Submission of PPAT Tasks 1-4 to ETS, each of which is 100% complete</li> </ul>
4	Program Completion	All initial programs	<ul style="list-style-type: none"> <li>• Completion of Exit Survey</li> <li>• Retention GPA of 2.5 or better</li> <li>• Completion of foreign language proficiency</li> <li>• <i>Additional program requirements listed below</i></li> </ul>
		Early Childhood	<ul style="list-style-type: none"> <li>• C or better in all courses required for certification</li> </ul>
		Elementary	<ul style="list-style-type: none"> <li>• C or better in all courses required for certification</li> </ul>
		Math	<ul style="list-style-type: none"> <li>• C or better in all courses required for certification</li> </ul>
		Special Ed (add on)	<ul style="list-style-type: none"> <li>• Passing score on Oklahoma Reading Test</li> </ul>

## 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 Field Experience Specialist/Academic Advisement Specialist 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) or Professional Oklahoma Educators (POE) prior to their student teaching. SOEA 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;
- complete all work on Tasks 2, 3, and 4 of the PPAT;
- 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;
- 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 as allowed.

## Mentor Teacher

A mentor teacher is an experienced, certified staff member of an 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;
- 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;
- participating in training with the Director of Educator Preparation, Coordinator of Field Experiences/Academic Advisement Specialist 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;
- supporting the student teachers' work on the Praxis Performance Assessment for Teachers (PPAT) that is completed during student teaching
- 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 – Education**

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 Educator Preparation unit, 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 education supervisor is two-fold. Each serve as both a liaison between student teachers and the Field Experiences Specialist/Academic Advisement Specialist at Rogers State University and between the mentor teacher and the Field Experiences Specialist/Academic Advisement Specialist at Rogers State University. The university supervisor is specifically responsible for visiting and observing the student teacher in the classroom. Observations and/or coaching conversations of student teachers

occur at least four times during the student teaching semester. More visits/observations may be required at the discretion of the supervisor and Field Experiences Specialist/Academic Advisement Specialist at Rogers State University.

Each education 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 Field Experiences Specialist/Academic Advisement Specialist 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 engage student teachers in reflection on classroom experiences;
- 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.

### **University Supervisor – Content (for K-12 and secondary level programs only)**

The purpose of university content supervisor is to provide advanced expertise in the content area. Like the education supervisor, the content supervisor is responsible for visiting and observing the student teacher in the classroom at least four times during the student teaching semester. These observations focus mainly on content knowledge and pedagogical content knowledge. More visits/observations may be required at the discretion of the supervisor and Coordinator of Field Experiences.

Each content supervisor is expected to:

- systematically engage student teachers in reflection on classroom experiences;
- evaluate student teacher knowledge, skills, and dispositions;
- communicate strengths/weaknesses and provide constructive feedback; and
- assist student teachers in developing techniques to improve their areas of weakness.

### **Field Experiences Specialist/Academic Advisement Specialist at RSU**

The Field Experiences Specialist at Cameron University/Academic Advisement Specialist at Rogers State University serves as the administrative agent for the Office of Educator Preparation. They have the responsibility of coordinating and overseeing the placement of student teachers in the public schools.



The specialist'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;
- coordinating 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 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 Coordinator of Field Experiences.

### **Back to Campus Days Instructor**

The Back to Campus Days Instructor serves as the instructor of record for student teaching and facilitates the seminars that occur during student teaching.

The instructor's responsibilities include:

- teaching/facilitating all back to campus seminars
- supporting student teachers as they work on the PPAT
- scoring all assignments required during student teaching
- assigning grades for student teaching based on required assignments and performance in the field

### **Director of Educator Preparation**

The Director of Educator Preparation oversees the teacher education program and serves as the chairperson of the Education Preparation Council.

### **Educator Preparation Council (EPC)**

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

The council:

- reviews all teacher education programs, regulations, and proposed changes;
- makes recommendations regarding the professional education sequence; and
- makes recommendations regarding selection, admission, and retention of 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 Field Experiences Specialist/Academic Advisement Specialist at Rogers State University. Further appeals should be made in writing to the Director of Educator Preparation.

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 as well as recommendations from university supervisors and input received from former student teachers on the Student Teaching Placement Evaluation form (see Appendix: Evaluations of Student Teaching Placement & Supervisor).

To establish and maintain good relationships between Cameron University and cooperating schools, the Field Experiences Specialist/Academic Advisement Specialist 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.

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 are typically not placed in a public school where prior field experiences have been completed.

## **The Student Teaching Semester**

### **Student Teaching Settings**

Cameron candidates enroll in two 5-hour student teaching courses. Candidates receive placement in a single classroom. During this time, 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**

Cameron student teachers complete at least thirteen weeks of student teaching. Because they will be working on the Praxis Performance Assessment of Teaching (PPAT) during that time, we suggest that the semester resemble a camel with two humps – each hump representing a period of “total teach” with a short break in between them. At the beginning of the semester, the student teacher should gradually assume the duties, tasks, and responsibilities of the classroom teacher. The transition to full teaching duties 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.

While it is expected the student teacher 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. During “total teach,” 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.

The following timeline may serve as a guide as it details the activities that student teachers must complete as part of the PPAT.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Become familiar with context												
Decide on lessons for Task 2 & 3												
whole class focus												
using technology												
Collect baseline data												
Select or design assessment												
Choose focus students												
Teach the lesson												
Collect work samples												
Analyze data												
Reflect												
Submit Tasks 2 & 3 to Cameron												
Decide on lesson for Task 4												
academic content language												
literacy												
Collect baseline data												
Choose focus students												
Teach the lesson												
Video the lesson												
Revise Tasks 2 & 3 for ETS												
Analyze data												
Reflect												
Submit Task 4 to Cameron												
Revise Task 4 for ETS												

## Weekly Reflections

Student teachers are expected to reflect on their practice and experiences often including a formal weekly reflection. For each weekly reflection, student teachers will answer the following questions along with questions or prompts dealing with current issues (e.g. responses to COVID-19 and/or anti-racism efforts) provided by the Back-to-Campus instructor.

1. What went well during the week?
2. What did you learn this week that will help you in the future?
3. What is coming up for the next week?

Weekly reflections will be submitted to the education supervisor each week and will be submitted in Chalk & Wire at the mid-point of the semester. See the syllabus for Back to Campus for the exact deadline.

## Recommended Activities

The following activities, while not requirements, are strongly encouraged for all student teachers to complete during the student teaching semester.

### 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, tornado, lock down, 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.

### 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 and use assessment data to improve student learning.
- ☐ 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.
- ☐ Discuss the Teacher & Leader Effectiveness (TLE) assessment.
- ☐ Attend a least one parent–teacher conference.
- ☐ Attend at least one workshop sponsored by the school, district, or state during the student teaching semester.

## Back to Campus Days

Student teachers attend several seminars on the Cameron University campus during student teaching. A calendar will be provided to student teachers and mentors prior to student teaching. During these days, student teachers will

- reflect on and apply what they have learned throughout Cameron University’s Educator Preparation Program;
- prepare for student teaching experiences;
- fulfill state requirements for certification (e.g. fingerprints for state-mandated criminal history background check); and
- complete a performance-based assessment to demonstrate classroom readiness at graduation.

Other experiences during Back to Campus Days will vary based on the needs of each group of student teachers along with the current climate of P-12 schools.

## Student Teaching Evaluations

Evaluation of student teachers in the field is one-half of the grade for student teaching. The other half will come from Back to Campus activities including the PPAT. The following chart lists the forms that are used in the supervision and evaluation of Cameron University student teachers.

Name of Form	Assessor	Purpose	When Used	Received by
Student Teaching Weekly Assessment	Mentor Teacher	formative evaluation	at the end of each week	<ul style="list-style-type: none"><li>• copy to Student Teacher</li><li>• original to University Supervisor</li></ul>
Student Teaching Supervisor Assessment	University Education Supervisor	formative & summative evaluation	after each observation or coaching session	<ul style="list-style-type: none"><li>• copy to Student Teacher</li><li>• original retained by University Supervisor</li></ul>

Name of Form	Assessor	Purpose	When Used	Received by
Content-Area Addendum*	University Content Supervisor	formative evaluation	after each observation or coaching session	<ul style="list-style-type: none"> <li>• copy to Student Teacher</li> </ul>
Student Teaching Assessment <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Content Addendum</li> </ul>	Mentor Teacher	Midpoint summative evaluation and final summative evaluation	at mid-point; at end of the final week	<ul style="list-style-type: none"> <li>• copy to Student Teacher</li> </ul>

\* two content addenda must be completed for candidates pursuing a special education add-on; one for special education and one for the major

## Praxis Performance Assessment for Teachers (PPAT)

### About the PPAT

Beginning in spring 2019, Cameron University is requiring all candidates to complete the PPAT (from ETS)—a performance-based evaluation of candidate performance. The PPAT is completed during student teaching; it replaces the Teacher Work Sample that used to be completed during Practicum. In addition, candidates from Cameron may substitute a passing score on the PPAT for a passing score on the OPTE for Oklahoma state certification. As of spring 2021, the PPAT will be required by the state of Oklahoma for certification in place of the OPTE.

The PPAT evaluates candidates on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher. It is designed to

- develop more effective teachers in the classroom,
- identify strengths and areas for improvement of practice,
- allow student teachers to continually refine their teaching practices, and
- contribute to a development plan for professional growth.

Task 2 requires candidates to describe, analyze, and reflect on “Assessment and Data Collection to Measure and Inform Student Learning.” Task 3 requires candidates to describe, analyze, and reflect on “Designing Instruction for Student Learning.” Task 4 requires candidates to “Implement and Analyze Instruction to Promote Student Learning.”

Candidates will receive instruction focused on writing styles and selection of evidence. They will also submit drafts of their writing and participate in peer review. Details about these tasks including writing prompts, assessment rubrics, and deadlines can be found in the syllabus for Back to Campus. Mentor teachers will receive training on the PPAT during Mentor Training to help them best assist their student teachers with the PPAT tasks.

## **Candidate Expectations**

The Praxis Performance Assessment of Teaching (PPAT) developed by ETS is the culminating assessment of Cameron University's Educator Preparation program. The PPAT measures the degree to which a student can be considered "classroom-ready," and as such Cameron will use student scores on the PPAT to determine program completion. For this reason, students are expected to do their best work on the PPAT. Not doing their best work will be viewed as an indication that a student is not classroom-ready and will result in remediation academically and dispositionally prior to program completion.

## **ETS Regulations**

Students must adhere to all PPAT policies set forth by ETS. As with other nationally-normed assessments, Cameron University does not retain any control regarding these set policies.

## **Payment**

Students are responsible for purchasing a PPAT registration code at the beginning of the student teaching semester. Registration codes must be purchased directly from ETS at <https://www.ets.org/ppa/test-takers/teachers/register>. Payment must occur in time for the student teacher to meet the registration deadline.

The Oklahoma Office of Educational Quality & Accountability (OEQA) makes PPAT fee waivers available by lottery for students with financial need. Information about these waivers will be distributed to candidates in May/June with waivers awarded at the end of July.

## **Registration & Submission Deadlines**

Students must meet all required PPAT deadlines including registration and task submissions. Deadlines for both fall and spring are published by ETS during July. Because the registration deadline is non-negotiable, students who fail to meet the deadline will be unable to graduate until they can complete the PPAT during the next full semester. ETS does allow for late registration and late submission with additional fees. Students should contact ETS for more information.

## **Resubmission Policy**

Scores for all PPAT tasks and a cumulative assessment score are available approximately three weeks after the submission deadline for Task 4. After you receive your scores, there is a short resubmission window. If your assessment score falls below the passing score for the assessment, you are eligible to resubmit any or all three tasks (Tasks 2, 3 or 4) for a fee. Students should follow the instructions on the ETS website regarding resubmission.



## Video Recording

The PPAT requires submission of “one fifteen-minute video (mandatory), which may contain one fifteen-minute segment (unedited) or three five-minute segments (each unedited) combined into one file.” It is most likely that you will record more than 15 minutes and then will select the segments to upload. You will need to edit your recording to create either one video that is 15 minutes long or three videos that are each 5 minutes long. For the three videos, you might choose to include one segment showing you giving directions, one showing students working in collaborative groups, and one showing you and the students engaged in assessment.

It might be a very good idea to practice recording yourself for more than 15 minutes. If you want to do so before recording in your student teaching classroom, be sure to practice while you are moving around and consider the best placement of your device to see all the action and hear everything.

Before getting started with video make sure you can answer the following questions:

### *Recording, Storage, and File Transfer*

- Can your device store over 15 minutes of video?
- Do you know “where” your device will store your video? (on the device or in the cloud)
- Do you need to adjust settings to allow your video to be stored in the best location?
- Can you retrieve the video and move it to another device to edit it?

### *Editing and Uploading*

- Have you identified the device(s) you will use to edit and upload your video?
- Which app/software will you use to edit your video? Is it loaded on your device?
- Do you know how to use the app/software you have selected?

## Software / APPs That Can Help

File Format Converter – if you record on your iPhone and want to edit on your PC

*Zamzar (online service)* – free online service to change one file ending to another, e.g. .WMV to .MOV

<https://www.zamzar.com/>

Video Editors – easy & free

*Machete Lite (for Windows only)* – super simple, limited types of files

<http://www.machetesoft.com/about-machete-video-editor-lite.html>

*iMovie (for Apple only)* – built in to all Apple devices, easy to learn

<https://www.apple.com/lae/imovie/>

*Splice (to edit directly on iPhone or iPad)* – simple to use, no desktop or laptop needed

<http://spliceapp.com/>

*Quik (to edit directly on iPhone or Android)* – simple to use, no desktop or laptop needed

<https://shop.gopro.com/softwareandapp>

## Grading

At the end of the semester, each candidate will receive a letter grade for each student teaching course. A passing score of “C” or better, in each placement, is required for recommendation for licensure. Final grade determination will be made by the instructor of record for student teaching in coordination with the Field Experiences Specialist/Academic Advisement Specialist at Rogers State University.

Points for student teaching evaluations will be awarded based on the chart provided with the total number of points determined by the instructor for EDUC 4935/4945. Consult course syllabi for specifics. 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 percentage points awarded may be made in writing to the Director of Educator Preparation.

Total Points on Evaluation	% of Points Awarded for Student Teaching
98-117	100%
78-97	87%
58-77	77%
0-57	65%

No points will be 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.

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 instructor of record for student teaching in coordination with the Field Experiences Specialist/Academic Advisement Specialist at Rogers State University and the university supervisor.

## **Supervision and Evaluation of Student Teachers**

Student teachers will be evaluated and performance feedback provided at least eight times. Each student teacher will be supervised and evaluated by mentor teachers, as well as a university supervisor. Student teachers in English education, music education, and social studies education will have an additional “content” supervisor who will conduct eight observations and evaluations during the semester. Mentors and student teachers should direct any questions or problems to the university supervisor. University supervisors should direct questions or problems to the Field Experiences Specialist/Academic Advisement Specialist 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. 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. Mentors also learn about the PPAT including specific ways that they may support student teachers in their work. In addition, the assessment instruments are reviewed, scoring is discussed, and leveling takes place. Other topics addressed at mentor training include techniques for observing, evaluating, and communicating with student teachers. 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 \$300.00 for mentoring a student teacher for the semester. 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: Student Teaching Assessment & Rubric) as well as on an identical form used as a mid-point summative evaluation, with additional specific feedback provided as needed. At the end of the placement, mentors should complete a final evaluation online including the student teacher’s content knowledge (see Appendix: Student Teaching Content Addenda).

## **University Supervisor Training**

Each semester, prior to working with student teachers, all university supervisors attend a training focused on supervision policies, procedures, and the use of assessments.

## **University Supervision and Feedback**

University supervisors, while not providing weekly feedback, should also make their feedback specific and constructive (see Appendix: Student Teaching Supervisor Assessment). Each university supervisor conducts four observations and/or video-review and coaching conversations throughout the semester. Prior to each session with a student teacher the supervisor should communicate directly with the mentor teacher. All observations and coaching conversations should be scheduled with the time visits meeting with the approval of the mentor teacher.

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

During sessions with student teachers, the university supervisor will assess lesson plans, review the teaching of a lesson and students' learning, and review the student teacher's progress. Following each session, the student teacher will receive a copy of the University Supervisor Student Teaching Assessment with detailed feedback provided after the observation as needed.

## **Mid-Point Conference**

At the mid-point of the student teaching semester, the university supervisor will call for a conference with the mentor teacher and student teacher to review the student teacher's progress. At the conference feedback will be provided to the student teacher regarding strengths, continued challenges, and/or areas for focus during the latter half of the semester. Mentors and supervisors may elect to use formal evaluations to guide the conversation.

# **Professionalism**

## **Calendar**

Aside from required days on Cameron's campus, 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 academic calendar.

## Attendance

Regular attendance is required. Student teachers are expected to work the same hours as their mentor teachers. 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 may continue in the placement but must obtain the approval of the mentor teacher, school principal, university supervisor, and Field Experiences Specialist/Academic Advisement Specialist 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 Field Experiences Specialist/Academic Advisement Specialist 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.

*\*For fall 2021 only, student teachers will be allowed six (6) absences due to the fact that most Back to Campus and Classroom Management meetings will occur outside of school hours.*

## 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 ([http://www.cameron.edu/student\\_development/student\\_conduct/](http://www.cameron.edu/student_development/student_conduct/)) as well as demonstrating the dispositions expected by Cameron's educator preparation program.

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;
- 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.

## 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: 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 Field Experiences Specialist/Academic Advisement Specialist at Rogers State University in attendance
- The Field Experiences Specialist/Academic Advisement Specialist 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 Educator Preparation. The Director of Educator Preparation will make the final decision regarding removal of the student teacher.

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

If a student teacher is pulled from student teaching prematurely or earns a grade of “F,” he or she must complete remediation prior to participating in a new placement. The mentor teacher may be consulted regarding the plans for remediation. Required remediation will be determined jointly by the university supervisor and the Field Experiences Specialist/Academic Advisement Specialist at Rogers State University with approval from the Director of Educator Preparation. Student teachers wishing to appeal the remediation decision may do so in writing to the Director of Educator Preparation.

### **Additional Student Teaching Placements**

After removal from a placement, a student teacher may contract with the Field Experiences Specialist/Academic Advisement Specialist 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 for mentor teachers. Only one additional semester of placement is allowed.

## **Student Teaching Incentive/Stipends**

### **McMahon Foundation Stipend**

As part of their commitment to Cameron University and to assist in developing teachers who are full qualified on day one in their classrooms, the McMahon Foundation provides a \$500 stipend to each Cameron University student teacher.

### **State of Oklahoma Incentives for Pre-Service Teachers**

The Oklahoma State Department of Education and the Oklahoma State Regents of Higher Education have budgeted a portion of the federal COVID-19 support funds to support student teachers attending an Oklahoma teacher preparation program in 2021-2022, 2022-2023, and 2023-2024. Cameron University student teachers will have the opportunity to receive up to \$3250.

All Cameron University student teachers (no matter where they are student teaching) within the given time period will receive a Student Teaching Incentive Scholarship of \$1,625 to be paid no later than the first week of student teaching (if all goes as planned with the granting agencies). Student teachers do not need to apply for the incentive scholarship.

Cameron teacher education graduates within the given time period who obtain their Oklahoma teaching certificate and have officially signed a contract to teach in an Oklahoma public school will be eligible to receive a Completion Stipend in the amount of \$1625. This payment will be coordinated between the hiring school district and the Oklahoma State Department of Education.

## **Graduation, Licensure & Beyond**

### **Cameron Graduation**

All students must file a graduation application with the Registrar's Office the semester before he/she expects to graduate. Additionally, students must provide an updated copy of the degree plan, prepared and signed by the faculty advisor, to the Registrar's Office when applying for graduation. The student's "official" degree check (after verification by the registrar) will be mailed to the local address given at time of application.

All undergraduate students who have completed graduation requirements the prior December, or who expect to complete graduation requirements in May, July or upcoming December are eligible to participate in commencement. Information on caps, gowns and announcements will be sent to graduates by the Cameron University Bookstore in March. In April, the Registrar's Office will send a Graduation Times Newsletter to graduates with information on the commencement exercise.



## Requirements for Licensure in Oklahoma

Cameron University officially recommends students for Oklahoma licensure in the teaching field that corresponds with their academic majors. Both the State Department of Education and Cameron University have strict requirements that must be met prior to students being recommended for and receiving a teaching license. The requirements are detailed in the following chart.

Cameron final degree requirements	<ul style="list-style-type: none"><li><input type="checkbox"/> Completion of all required coursework including PPAT</li><li><input type="checkbox"/> Completion of all key assessments for major</li><li><input type="checkbox"/> Passing scores on all Chalk &amp; Wire elements for all courses</li><li><input type="checkbox"/> Completion of Financial Aid Exit Counseling (if needed)</li><li><input type="checkbox"/> Removal of all Cameron University holds</li></ul>
Cameron Education Department requirements	<ul style="list-style-type: none"><li><input type="checkbox"/> Education Exit Survey</li><li><input type="checkbox"/> Copy of passing score on PPAT (for licensure)</li></ul>
State Department requirements	<ul style="list-style-type: none"><li><input type="checkbox"/> Fingerprints* and payment for background check</li><li><input type="checkbox"/> Official transcript showing final degree posted</li><li><input type="checkbox"/> Payment of licensure online</li></ul>

\* If fingerprints are rejected for *teacher certification* the applicant will receive notification from OSDE that they need to resubmit new prints. The applicant will receive a letter along with instructions on what to do.

## Applying for Licensure Online

Each Cameron student is responsible for applying online to receive his or her Oklahoma teaching license through the OK State Department of Education at <https://sdeweb01.sde.ok.gov/SSO2/Signin.aspx>. Students can complete the initial step—creating an online account—prior to Cameron making its recommendation for licensure. The actual application for licensure must be completed by the student after Cameron has verified completion of the requirements listed above. Help documents to guide you through the online system are available at the above mentioned website.

The process of Cameron recommending a student for licensure is referred to as “pushing the button.” Once the button has been pushed, the student teacher will receive an email from Cameron informing them that they may apply for their license.

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## Appendix A: Evaluation of Student Teaching Placement

**Teacher Name:** \_\_\_\_\_

	Strongly Disagree	Disagree	Neutral or Unknown	Agree	Strongly Agree
The teacher exhibits a positive attitude with faculty, staff, and students.	1	2	3	4	5
The students seem excited to be in this classroom.	1	2	3	4	5
The students seem like they want to learn from this teacher.	1	2	3	4	5
The teacher is well-prepared for class.	1	2	3	4	5
The teacher demonstrates effective classroom management techniques.	1	2	3	4	5
The teacher practices differentiated instruction.	1	2	3	4	5
The teacher's lessons encourage higher order thinking skills.	1	2	3	4	5
The faculty in the school work together to increase student learning.	1	2	3	4	5
The teacher interacts with other faculty and staff members in a professional manner.	1	2	3	4	5
The teacher interacts with parents in a professional manner.	1	2	3	4	5
The administrators in the school are supportive of the faculty.	1	2	3	4	5
The administrators in the school are supportive of the students.	1	2	3	4	5

OPTIONAL: On the back of this page, please provide any additional information that will help us to know this teacher.

## Evaluation of Student Teaching Supervisor

	Strongly Disagree	Disagree	N/A or Neutral	Agree	Strongly Agree
Gave me deserved compliments and constructive criticism	1	2	3	4	5
Appeared sensitive to my feelings and problems	1	2	3	4	5
Made suggestions aimed at improving my teaching methods	1	2	3	4	5
Was available for advice and help	1	2	3	4	5
Worked well with my cooperating teacher	1	2	3	4	5
Reflected interest, enthusiasm, and a professional attitude toward teaching	1	2	3	4	5
Discussed problems with me at appropriate times	1	2	3	4	5
Facilitated communication between my cooperating teacher and myself if needed	1	2	3	4	5
Provided information useful to a beginning teacher	1	2	3	4	5
Helped me to become self-evaluative	1	2	3	4	5
Classroom observations of me included appropriate and useful feedback	1	2	3	4	5
Attempted to make me feel at ease in my role as a teacher	1	2	3	4	5
Provided an accurate and just evaluation of my teaching	1	2	3	4	5
Was helpful to me during my student teaching experience	1	2	3	4	5

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OPTIONAL: On the back of this page, please provide any additional information that we should know about this supervisor or suggestions for the future.

## Appendix B: Student Teaching Assessment (rev 2/18)

	Needs Improvement	Effective	Highly Effective
<b>1. Advocates for the learning of all students</b> (D1; In1i; T1,3,6 )	Is aware that students need someone to stand up for their interests	Works in the best interest of own students	Makes a concerted effort to challenge negative attitudes or practices to serve all students
<b>2. Provides equitable experiences for everyone involved</b> (D1; T5)	Grading is not consistently fair or in accordance with district's grading policies	Grading is fair and in accordance with district's grading policies.	Grading is not consistently fair or in accordance with district's grading policies
<b>3. Demonstrates empathy</b> (D2; T6)	Appears to be aware of others' behavior	Acknowledges that actions may impact others; Treats others with kindness	Considers others' perspectives before taking action; Treats others with compassion
<b>4. Demonstrates open-mindedness</b> (D3; In9m,9e)	Acknowledges that others may think differently	Accepts beliefs and ideas that are different from own	Meets others where they are and works to help them improve
<b>5. Takes responsibility for learner growth</b> (D5; In1j; T16)	Gives up, blames the student, or blames the student's home environment if the student has difficulty learning	Accepts responsibility for the success of all students	When a student has difficulty learning, perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.
<b>6. Shows flexibility when appropriate</b> (D3; In5s,7f,7q,8b)	Does not make recommended changes. Does not continuously monitor student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	Employs flexible learning environments that encourage learner exploration, discovery, and expression across content areas. Open to adjustment and revision based on learner needs and changing circumstances. Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	Routinely makes adjustments to address students' needs, interest, and questions. Employs flexible learning environments that encourage learner exploration, discovery, and expression across content areas; Open to adjustment and revision based on learner needs and changing circumstances. Regularly continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student needs.
<b>7. Has a positive attitude</b> (D7; In10t)	Displays a pessimistic attitude more than an optimistic attitude	Generally displays an optimistic attitude	Uses positive attitude in a way to influence others
<b>8. Shows integrity</b> (D6; In9f)	Is honest in interactions with others	Displays high standards of honesty, integrity, and confidentiality with others	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality; Takes a leadership role in this area with others
<b>9. Is dedicated</b> (D4; In9o,9f; T20)	Actively tries to stay on path toward goals; Puts effort into most tasks	Stays on path toward goals and understands that progress is more important than perfection; Puts strong effort into all tasks	Anticipates obstacles on the path toward goals and works to maintain progress; Puts maximum effort into everything related to teaching
<b>10. Shows reflectiveness</b> (D9; In9g)	Reflects on experiences, new knowledge, and actions when prompted	Reflects on experiences, new knowledge, and actions in an independent way	Reflects on experiences, new knowledge, and actions in an independent way; Revises decisions based on reflections
<b>11. Exhibits critical thinking /problem solving skills</b> (D9; In9d)	Is unaware of the student needs that are not being met	Recognizes problems that arise during teaching	Is able to determine and correct student misconceptions during the lesson
<b>12. Reviews and revises decisions based on evidence</b> (D9; In10a)	Does not take an active role in examining learner work, analyzing data from multiple sources.	Takes an active role in examining learner work, analyzing data from multiple sources.	Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
<b>13. Shows willingness to learn</b> (D8; In9n)	Accepts feedback with some reluctance; Accepts that some experiences will push boundaries or comfort levels	Sees value in receiving and eagerly welcomes feedback; Responds positively to experiences that push comfort level	Actively seeks out feedback and continued learning; Seeks out experiences that push comfort level

	Needs Improvement	Effective	Highly Effective
<b>14. Takes advantage of professional growth opportunities</b> (D4; In2f,9a,9b; T17)	Does not participate actively in required professional development that updates their content knowledge and professional practices. Does not access resources, supports, and specialized assistance and services to meet particular learning differences or needs.	Actively participates in scheduled professional development as required, and accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	Participates in scheduled professional development and seeks additional training to update their content knowledge and professional practices beyond what is required. Regularly accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.
<b>15. Works collaboratively with families</b> (D1; In1c,3a,10d; T19)	Provides minimal or no information to families and makes no attempt to engage them in the educational program. Interactions with families are non-existent or show a lack of respect and/or negative attitude.	Collaborates with families, to build a safe, positive learning climate of openness, mutual respect, support, and inquiry in a timely, consistent, positive and professional manner.	Collaborates with families to build a safe, positive learning climate of openness, mutual respect, support, and inquiry in an ongoing way through frequent and sensitive communication to engage them in the educational program.
<b>16. Works collaboratively with colleagues and other professionals</b> (D1; In1c,3a,7e,9c,10e; T4,19)	Rarely plans with other members of the grade-level/ school planning teams (when it is an expectation of the campus) plans without the use of data. Interactions with colleagues show a lack of respect and/or negative attitude.	Plans with other members of the grade-level/ school planning teams using a variety of data (when it is an expectation of the campus). Interacts with colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry in a timely, consistent, positive and professional manner.	Plans with other members of the grade-level/ school planning teams using a variety of data (when it is an expectation of the campus or based upon collegial decision-making). Regularly collaborates with colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry in an open-minded, respectful manner. Regularly plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.
<b>KNOWLEDGE &amp; SKILLS</b>			
<b>17. Demonstrates professionalism</b> (In9f; T18)	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; does not consistently treat student information as confidential.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; treats student information with an appropriate level of confidentiality.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; treats information about students and colleagues with an appropriate level of confidentiality.
<b>18. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive</b> (In3f; T11,19)	Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages. Communicates verbally and nonverbally in ways that do not demonstrate respect for and responsiveness to students and their cultural backgrounds.	Uses spoken and written language that is clear, correct, and is appropriate to students' ages. Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to students with attention to their cultural backgrounds and perspectives.	Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies. Consistently communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to students with attention to their cultural backgrounds and perspectives.

	Needs Improvement	Effective	Highly Effective
<b>19. Manages time and resources appropriately</b> (ln4f,4g,4i,9d; T1)	Wastes instructional time and is not prepared to teach. Materials and equipment are not ready at the start of the lesson or instructional activity. Attempts to give students directions for transitions but does not plan for transitions.	Transitions between activities, distribution & collection of materials, allows enough time to complete activities or has plans to complete in the future. Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time). Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time	Transitions between activities are well-planned and flow smoothly. Always allows enough time to complete activities. Materials and equipment are ready at the start of the lesson or instructional activity. Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.
<b>20. Clearly defines and effectively manages student behavior</b> (ln3d; T2)	Standards of conduct have been established with inconsistent implementation. Students are often disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students. Does not consistently monitor the behavior of students during whole class, small groups, seat work activities and transitions. Does not consistently address misbehavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.	Establishes, communicates and consistently implements appropriate standards of conduct. Students are usually engaged and clear as to the expectations of the classroom, requiring few reminders relative to the age and development of the students. Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities. As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation.	Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students. Students are engaged and clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students. Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc. As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, while maintaining the dignity of the student in a manner that promotes positive behavior and relationships.
<b>21. Creates an environment that promotes self-motivation</b> (ln3b,3e; T2,11)	Does not develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	Develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	Regularly develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
<b>22. Promotes positive relations among students</b> (ln3c; T10)	Consistently uses negative reinforcement. Establishes a highly competitive classroom. Does not use cooperative/collaborative learning experiences.	Uses positive reinforcement. Works to instill respectful communication among students. Uses cooperative/collaborative learning experiences to encourage students to support each other in the learning process.	Always uses positive reinforcement. Respectful communication among students is evident. Uses cooperative/collaborative learning experiences regularly to encourage students to support each other in the learning process.
<b>23. Uses developmentally appropriate practices</b> (ln1b; T10)	Rarely takes developmental levels of learners into account when planning, delivering, and assessing instruction.	Creates developmentally appropriate instruction and assessments.	Creates developmentally appropriate instruction and assessments that take into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.
<b>24. Sequences learning experiences in an appropriate way to meet curricular goals and standards</b> (ln7a,7b,7c,7f; T1)	Occasionally plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives that may or may not be aligned to current standards. Does not evaluate plans in relation to short- and long-range goals and/or adjust plans to meet students' learning needs.	Plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners in a way to meet short- and long-term objectives as aligned with current standards.	Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives that are aligned to current standards. Evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

	Needs Improvement	Effective	Highly Effective
<b>25. Links new concepts to familiar and connects to learner experiences</b> (In2c,4d,5b,8c; T15)	Does not connect what is learned to prior and future learning.	Uses examples that connect to everyday life to help students organize the information into a meaningful context by connecting what is learned to prior learning.	Regularly uses examples that connect to everyday life to help students organize the information into a meaningful context. Students reflect on their own learning by relating instruction to prior and future learning.
<b>26. Uses multiple representations (content)</b> (In2d,4a)	Does not effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. Rarely brings multiple perspectives to the discussion of content.	Effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards including those that pay attention to learners' personal, family, and community experiences and cultural norms.	Consistently uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards including those that pay attention to learners' personal, family, and community experiences and cultural norms.
<b>27. Adapts instruction for diverse learners</b> (In2a,2b,6h,8a; T1,10,16)	Classroom practices inconsistently address student diversity and inconsistently describe how instruction will be differentiated. There is some evidence that is aware of the IEP; however, the IEP is not being used to guide instruction for the student. Uses limited and/or inappropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	Classroom practices address student diversity and describe how instruction will be differentiated and creates opportunities for students to demonstrate their learning in different ways. Modifies assessments for special education student populations in alignment with the IEPs and for other students experiencing difficulties in learning as appropriate. Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	Classroom practices consistently and skillfully address student diversity and describe how instruction will be differentiated and creates opportunities for students to demonstrate their learning in different ways. Modifies assessments for special student populations as appropriate and as indicated in any IEP, working with individual students to develop a mutually acceptable plan for "success." Consistently uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
<b>28. Encourages learners to understand, question, and analyze ideas from diverse perspectives</b> (In4b,5a,5d,5g)	Does not facilitate learners' ability to develop diverse social and cultural perspectives by engaging them in learning experiences in the discipline that encourage them to understand, question, and analyze ideas from diverse perspectives.	Facilitates learners' ability to develop diverse social and cultural perspectives by engaging them in learning experiences in the discipline that encourage them to understand, question, and analyze ideas from diverse perspectives.	Regularly facilitates learners' ability to develop diverse social and cultural perspectives by engaging them in learning experiences in the discipline that encourage them to understand, question, and analyze ideas from diverse perspectives. Engages learners in ways that foster innovation and problem solving.
<b>29. Varies role in the instructional process in relation to content purpose and learner need</b> (In5c,8d,8i; T10,12)	Relies on direct instruction rather than varying role in the instructional process.	Varies role in the instructional process (e.g., instructor, facilitator, coach, audience).	Varies role in the instructional process in relation to the content and purposes of instruction and the needs of learners.
<b>30. Asks questions to stimulate discussion that serves different purposes</b> (In5d; T9,13)	Uses lower level questioning to check for understanding without varying student response technique.	Varies questioning and student response techniques to scaffold, check for understanding, and foster problem solving.	Varies questioning and student response techniques to encourage learners' higher level thinking through scaffolding, checks for understanding, and to foster problem solving.



	Needs Improvement	Effective	Highly Effective
<b>31. Uses a variety of methods</b> (In3e; T10)	Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.	Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.	Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.
<b>32. Uses technology effectively as part of teaching, learning, and assessment</b> (In3g,4g,6i; T10)	Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.	Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.	Employs technology to engage learners more fully by using supplementary resources to assess and address learners' needs.
<b>33. Creates opportunities for students to learn, practice, and master literacy and communication skills including academic language</b> (In, 2e,3h,4h,5e,5h, 8h; T7)	Literacy and/or academic language is rarely embedded into instructional lessons as a vehicle for learning content.	Literacy and/or academic language is embedded into instructional lessons for learning the content and for demonstrating understanding. Builds learner opportunities with others to collaborate by applying effective interpersonal communication skills.	Literacy and academic language are embedded in the lesson as a strategy to assess students' understanding. Provides opportunities to collaborate with others by applying effective interpersonal communication skills using a variety of methods.
<b>34. Engages learners in multiple ways of demonstrating knowledge and skills</b> (In1a, 6b,6e,6f,6g,8a; T5,13)	Seldom uses feedback from students regarding their understanding and inconsistently uses assessments to evaluate student learning and guide instruction. Does not engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. Does not balance the use of formative and summative assessment as appropriate to support, verify, and document learning.	Understands that student progress and achievement are significant. Makes an effort to encourage learning behaviors that would result in student success. At times, engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. Uses both formative and summative assessment as appropriate to support, verify, and document learning.	Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success. Engages learners through immediate feedback using both formative and summative assessments to evaluate student learning and guide and support differentiated instruction as appropriate and to support, verify, and document learning. Regularly engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
<b>35. Provides adequate and timely feedback to students</b> (In6d,6s,6n; T5,13)	Feedback is either not offered to students or only offered to the whole class.	Provides individualized feedback to students during the lesson/activity in order to engage them and help them meet learning goals. Feedback is presented in more than one way.	Individualized feedback serves as assessment for students and is a crucial aspect of teaching and learning. Feedback is provided in multiple ways.
<b>36. Uses information from student assessment to guide instruction</b> (In4e,6c,6g,7d,8b,9c; T14)	Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students. There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies. There is little evidence that instructional plans are based on formative and summative assessment data, prior learner knowledge, and learner interest.	Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students. Reviews data from assessments to modify instruction and guide intervention strategies. Plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests. Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students. Regularly plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
<b>37. Students are engaged in active learning</b> (In4c; T9)	Some students are not engaged in active learning during the lesson.	All students are routinely engaged in active learning during the lesson.	Students are routinely engaged in learning beyond paper/pencil during the lesson.

	Needs Improvement	Effective	Highly Effective
<b>38. Students are enthusiastic and interested in subject matter</b> (In8c; T9)	Instruction is not engaging and fails to maintain students' attention. Lacks knowledge of students' interests and skills and rarely uses it to increase engagement. Does not collaborate with learners to design and implement relevant learning experiences, identify their strengths.	Instruction is engaging resulting in students' being attentive to their work. Engages students by incorporating their general skills and interests into the lesson. Collaborates with learners to design and implement relevant learning experiences, identify their strengths.	Instruction is interactive and student-generated with guidance and teacher input. Engages students by incorporating their individual skills and interests into the lesson. Collaborates with individual learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
<b>39. Students are engaged in higher order learning</b> (In5f,8f,8g; T9)	No activities require higher order thinking skills. All or most questions used are recall questions.	Some activities require higher order thinking skills. Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.	Most activities require higher order thinking skills. Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy.

## Appendix C: Student Teaching Content Addendum – Early Childhood Education

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.

CONTENT	1	2	3	N/O	Comments
19. Intern demonstrates a high level of competence in the use of English language arts.					
20. Intern knows, understands, and uses concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills.					
21. Intern helps students successfully apply their developing English language arts skills to many different situations, materials, and ideas.					
22. Intern knows, understands, and uses fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences.					
23. Intern knows, understands, and uses fundamental concepts in science and technology, science in personal and social perspectives, and the history and nature of science.					
24. Intern 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.					
25. Intern knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense.					
26. Intern knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that geometry, measurement, statistics and probability, and algebra.					
27. Intern uses understanding of mathematics in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.					
28. Intern 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.					
29. Intern 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.					
30. Intern knows, understands, and uses—as appropriate to his/her own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among early childhood students.					
31. Intern 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.					

CONTENT	1	2	3	N/O	Comments
32. Intern 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.					
33. Intern knows, understands, and uses the connections among concepts, procedures, and applications from content areas to motivate elementary students.					
34. Intern uses his/her understanding to build understanding among students.					

## Content Addendum – Elementary Education

	Developing	Competent	Accomplished
<p><i>2a. Demonstrates and applies understanding of the elements of literacy critical for purposeful oral, print, and digital communication</i></p> <p>COMMENTS:</p>	Knows the elements of literacy that are critical for purposeful oral, print and digital communication	Demonstrates knowledge and understanding of the elements of literacy that are critical for purposeful oral, print, and digital communication	Demonstrates knowledge, understanding, and the ability to evaluate instructional materials for the elements of literacy critical for purposeful oral, print or digital communication
	Is able to identify the elements of foundational literacy in an integrated, comprehensive, and balanced literacy curriculum	Uses knowledge of the elements of foundational literacy to implement lessons and/or activities from an integrated, comprehensive, and balanced literacy curriculum, and demonstrates an understanding of stages in the acquisition of reading skills	Uses knowledge and understanding of the elements of foundational literacy to design and implement integrated, comprehensive, and balanced literacy lessons and activities that reflect demonstrates an understanding of stages in the acquisition of reading skills
<p><i>2b. Demonstrates and applies understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains</i></p> <p>COMMENTS:</p>	Knows major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry)	Demonstrates knowledge and understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices, and makes connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry), and across other curricular areas	Demonstrates knowledge and understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and makes connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry), across other curricular areas and to real-world contexts
	Explanations demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics	Understands and engages students in the mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics and other curricular areas	Understands and engages students in mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics, other curricular areas, and real-world contexts
<p><i>2c. Demonstrates and applies understandings and integration of the three dimensions of science: science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science</i></p> <p>COMMENTS:</p>	Knows the science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design)	Demonstrates knowledge, understanding, and the ability to integrate science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design)	Demonstrates knowledge, and the ability to integrate science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design) and across other curriculum areas

	Developing	Competent	Accomplished
<p><i>2c. Demonstrates and applies understandings and integration of the three dimensions of science: science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science</i></p> <p>COMMENTS:</p>	<p>Explanations demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom</p>	<p>Understands the nature of science and how science and engineering are practiced and can model and incorporate the practices into classroom teaching and learning activities, while implementing curricular program lessons in science</p>	<p>Understands the nature of science and how science and engineering are practiced and can model, and implement curricular program lessons in science, as well as design instructional activities that encompass how science and engineering are practiced in classroom teaching and learning activities</p>
<p><i>2d. Demonstrates understandings, capabilities, and practices associated with the central concepts and tools in civics, economics, geography, and history, within a framework of informed inquiry</i></p> <p>COMMENTS:</p>	<p>Knows central concepts within civics, economics, geography, and history</p>	<p>Demonstrates knowledge and understanding and is able to describe and plan for instructional use of the central concepts and the tools of informed inquiry within civics, economics, geography, and history</p>	<p>Demonstrates knowledge, and understanding, and is able to describe and plan for integrated instructional applications of the central concepts and tools of informed inquiry within civics, economics, geography, and history</p>
	<p>Explanations demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies</p>	<p>Understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to implement curricular program lessons in social studies which incorporate meaningful, integrative, value-based, challenging, and active processes</p>	<p>Understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to design and implement lessons in social studies that illustrate teaching and the facilitation of learning that is meaningful, integrative, value-based, challenging, and active</p>

## Content Addendum – English Education

1=Not acceptable

2= Acceptable (at level of beginning teacher)

3 =Target (at the level of experienced teacher)

N/O=Not Observed

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

	1	2	3	N/O	Comments
<b>Content Knowledge</b>					
I.1. Is knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; is able to use literary theories to interpret and critique a range of texts					
I.2. Is knowledgeable about how adolescents read texts and make meaning through interaction with media environments					
II.1. Can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; understands that writing is a recursive process; can use contemporary technologies and/or digital media to compose multimodal discourse					
II.2. Knows the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); understands the concept of dialect and is familiar with relevant grammar systems (e.g., descriptive and prescriptive); understands principles of language acquisition; they recognize the influence of English language history on ELA content; and understands the impact of language on society					
II.3. Is knowledgeable about how adolescents compose texts and make meaning through interaction with media environments					
<b>Content Pedagogy: Planning Literature and Reading Instruction in ELA</b>					
III.1. Uses knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure					
III.2. Designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting					
III.3. Plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies					
III.4. Designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes					
III.5. Plans instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts					
III.6. Plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials					

	1	2	3	N/O	Comments
<b>Content Pedagogy: Planning Composition Instruction in ELA</b>					
IV.1. Uses knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences					
IV.2. Designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.					
IV.3. Designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities					
IV.4. Designs instruction that incorporates students' home & community languages to enable skillful control over rhetorical choices and language practices for a variety of audiences & purposes					
<b>Learners and Learning: Implementing English Language Arts Instruction</b>					
V.1. Plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds					
V.2. Uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA					
V.3. Differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning					
V.4. Selects, creates, and uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts					
<b>Professional Knowledge and Skills</b>					
VI.1. Plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society					
VI.2. Uses knowledge of theories and research to plan instruction responsive to students' local, national, and international histories, individual identities (e.g. race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA					
VII.1. Models literate & ethical practices in ELA teaching, & engages in/reflect on a variety of experiences related to ELA					
VII.2. Engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement					



## Content Addendum – Social Studies Education

	Developing	Meets Expectations	Exceeds Expectations	No Evidence
Content knowledge – knowledge of concepts, facts & tools (1a)	Candidate demonstrates inaccurate or underdeveloped knowledge of social studies discipline; disciplinary concepts, facts, and tools; inquiry; and disciplinary forms of representation through the subject/s taught.	Candidate demonstrates accurate knowledge of social studies discipline; disciplinary concepts, facts, and tools; inquiry; and disciplinary forms of representation through the subject/s taught.	Candidate demonstrates extensive knowledge of social studies discipline; disciplinary concepts, facts, and tools; inquiry; and disciplinary forms of representation through the subject/s taught.	Not observed/ no evidence.
Content knowledge – connections (1b)	Candidate occasionally highlights key disciplinary concepts and facts and uses them as bases to connect other powerful ideas within the social studies disciplines.	Candidate highlights key disciplinary concepts and facts and uses them as bases to connect other powerful ideas within the social studies disciplines.	Candidate consistently highlights key disciplinary concepts and facts and uses them as bases to connect other powerful ideas within the social studies disciplines.	Not observed/ no evidence.
Content knowledge – disciplinary forms of representation (1e)	Limited content is taught in sufficient depth to allow for the development of a basic understanding of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.	Social studies disciplines are taught in sufficient depth to allow for the development of a deep understanding of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.	Social studies disciplines are taught with rigor and extensive depth to allow for the development of a deep understanding of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.	Not observed/ no evidence.
Standards & objectives – alignment (2a)	Few learning objectives are measurable, clearly communicated and referenced throughout the lesson, aligned to the C3 Framework and relevant OAS, and theory and research.	Most learning objectives are measurable, clearly communicated and referenced throughout the lesson, aligned to the C3 Framework and relevant OAS, and theory and research.	All learning objectives are measurable, clearly communicated and referenced throughout the lesson, aligned to the C3 Framework and relevant OAS, and theory and research.	Not observed/ no evidence.
Standards & objectives – student engagement (2b)	Candidate occasionally plans and delivers inquiry-driven learning sequences based around compelling and supporting questions that engage students in disciplinary concepts, facts, and tools.	Candidate plans and delivers inquiry-driven learning sequences based around compelling and supporting questions that engage students in disciplinary concepts, facts, and tools.	Candidate consistently plans and delivers inquiry-driven learning sequences based around compelling and supporting questions that engage students in disciplinary concepts, facts, and tools.	Not observed/ no evidence.
Disciplinary questioning – concepts, facts, & tools (2c)	Candidate develops compelling and supporting questions in teacher-directed inquiries.	Candidate develops compelling and supporting questions to initiate student-led inquiries based on primary and secondary sources and multiple perspectives.	Candidate encourages students to develop compelling and supporting questions to initiate inquiries based on a variety of primary and secondary sources and multiple perspectives.	Not observed/ no evidence.
Disciplinary questioning – connections (2d)	Candidate occasionally provides opportunities for students to create disciplinary forms of representation that convey social studies knowledge and civic competence.	Candidate provides varied opportunities for students to create disciplinary forms of representation that convey social studies knowledge and civic competence.	Candidate consistently provides varied and authentic opportunities for students to create disciplinary forms of representation that convey social studies knowledge and civic competence.	Not observed/ no evidence.
Technology-mediated Learning Environments (2e)	Technological tools are not varied, purposeful and/or do not clearly support the overarching inquiry, enhance, student engagement, and/or foster civic competence.	A variety of technological hardware and software are utilized that engage students in multiple mediums and make learning interactive, authentic, and meaningful. Technological choices are purposeful and clearly support the overarching inquiry. Technologies foster civic competence and enhance instruction by enabling learners to analyze disciplinary sources, apply disciplinary skills, and create authentic disciplinary forms of representation.	A variety of technological hardware and software are utilized that engage students in multiple mediums and make learning interactive, authentic, and meaningful. Technological choices are purposeful and clearly support the overarching inquiry. Candidates foster learners' digital literacy while seamlessly integrating the technological tools in learning sequences. All technologies foster civic competence and enhance instruction by enabling learners to analyze disciplinary sources, apply disciplinary skills, and create authentic disciplinary forms of representation.	Candidate does not allow learners to utilize technology to complete assessments.

	Developing	Meets Expectations	Exceeds Expectations	No Evidence
Authentic assessments – alignment (3a)	Candidate designs and implements at least one authentic assessment but alignment between the learning objectives, the C3 Framework, and/or the OAS is unclear or vague.	Candidate designs and implements at least two authentic assessments and describes alignment between learning objectives, the C3 Framework, and at least one appropriate OAS.	Candidate designs and implements at least two authentic assessments and describes alignment between multiple learning objectives, the C3 Framework, and the appropriate OAS with clear implications for multiple criteria in the assessment expectations.	Candidate does not align assessments to learning objectives, the C3 Framework, or the OAS.
Authentic assessments – measuring mastery (3a)	Candidate's assessments include some performance level descriptors, but holistically, do not adequately address mastery in all required areas (disciplinary knowledge, inquiry, and forms of representation).	Candidate's assessments include clear performance level descriptors designed to adequately measure learner mastery of disciplinary knowledge, inquiry, and forms of representation.	Candidate's assessments are well developed and include clear performance level descriptors for each area the assessments purport to measure. Within multiple criteria, the rubrics measure mastery of disciplinary knowledge, inquiry, and forms of representation.	Candidate's assessments are not designed to measure learner mastery of disciplinary knowledge, inquiry, or forms of representation.
Learning experiences – alignment (3b)	Candidate designs and implements learning experiences that do not clearly align to learning objectives, the C3 Framework, and/or the OAS.	Candidate designs and implements learning experiences that are aligned to a learning objective, the C3 Framework, and the appropriate OAS.	Candidate consistently designs and implements learning experiences that are clearly aligned to multiple learning objectives, the C3 Framework, and the appropriate OAS.	Candidate does not align learning experiences to learning objectives, the C3 Framework, or the OAS.
Learning experiences – engagement (3b)	Candidate designs learning experiences in which learners use disciplinary sources and skills to engage in disciplinary knowledge, inquiry, and forms of representation.	Candidate designs learning experiences in which learners use a variety of teacher-selected disciplinary sources and skills to engage in disciplinary knowledge, inquiry, and forms of representation.	Candidate designs learning experiences in which learners are encouraged to design their own inquiries, select their own interdisciplinary sources, and utilize a variety of skills to engage in disciplinary knowledge, inquiry, and forms of representation.	Candidate's learning experiences do not engage learners in disciplinary knowledge, inquiry, or forms of representation.
Use of theory & research (3c)	Candidate occasionally cites theory and research to justify the design and implementation of instructional practices and authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation.	Candidate cites theory and research to justify the design and implementation of instructional practices and authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation.	Candidate cites extensive theory and research to justify the design and implementation of instructional practices and authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation.	Candidate does not use theory and research to design and implement instructional practices or authentic assessments.
Use of data to determine learning (3d)	Candidate's analysis of the assessment data is incomplete and/or does not draw conclusions about the extent of learner mastery of the learning objectives from the assessments.	Candidate analyzes assessment data accurately, provides visual representations of these data, and draws conclusions about learners' general level of mastery with evidence from the assessments.	Candidate analyzes assessment data accurately, provides visual representations of these data, and draws clear conclusions about learners' level of mastery for both the whole group and individual learners with evidence from the assessments.	Candidate offers no evidence of data analysis.
Use of data to inform decision-making (3d)	Candidate explains the data analysis but the description of how the analysis will guide instructional decision-making in subsequent lessons is vague or unclear.	Candidate explains a connection between the data analysis and describes how the analysis will guide instructional decision-making in subsequent lessons.	Candidate explains multiple connections between the data analysis and describes varied ways the analysis will guide instructional decision-making in the subsequent lessons.	Candidate does not describe the connection between data analysis and instructional decision-making in subsequent lessons.
Student self-assessment (3e)	Candidate provides an opportunity for students to self-assess their learning, but neither utilizes the data to support individualized student learning nor to inform candidate's teaching practice.	Candidate engages students in self-assessing their learning and uses this data to support individualized student learning.	Candidate engages students in self-assessing their learning and uses this data to both support individualized student learning and to inform candidate's teaching practice.	Candidate provides no evidence of engaging students in self-assessment.

	Developing	Meets Expectations	Exceeds Expectations	No Evidence
Individualizing instruction (4a)	Candidate's learning experiences do 1 of the following 3 things: 1) utilize learners' socio-cultural assets to create relevant learning opportunities, 2) encourage the formation and expression of learners' individual identities, or 3) afford learners the flexibility and creativity to illustrate mastery of the social studies in a way that is responsive to individual learner needs.	Candidate's learning experiences do 2 of the following 3 things: 1) utilize learners' socio-cultural assets to create relevant learning opportunities, 2) encourage the formation and expression of learners' individual identities, and/or 3) afford learners the flexibility and creativity to illustrate mastery of the social studies in a way that is responsive to individual learner needs.	Candidate utilize learners' socio- cultural assets to create relevant learning opportunities, encourage the formation and expression of learners' individual identities, and afford learners the flexibility and creativity to illustrate mastery of the social studies in a way that is responsive to individual learner needs.	Candidate's learning experiences are not relevant to learners' lives or responsive to learners' individualized needs, and do not provide for the expression of individual identities.
Collaborative environment & interdisciplinary experiences (4b)	Candidate occasionally implements cooperative learning opportunities that expose learners to a variety of peers with diverse backgrounds. Group work does not directly facilitate learner engagement with disciplinary knowledge, inquiry, or forms of representation.	Candidate implements varied and purposeful cooperative learning opportunities for all learners that engage learners in collaborative inquiry with students of diverse backgrounds. Candidate builds in group accountability and peer and self-assessment learning opportunities to maximize impact of collaboration. Group work generally supports overarching learning goals.	Candidate consistently implements authentic, varied, and purposeful cooperative learning opportunities for all learners that engage learners in collaborative and interdisciplinary inquiry with students of diverse backgrounds. Candidate builds in group accountability and peer and self-assessment learning opportunities to maximize impact of collaboration. All group work supports overarching learning goals.	Candidate does not implement collaborative or interdisciplinary learning opportunities.
Ethical reasoning (4c)	2) Candidate implements learning experiences that do 1 of the following 3 things: 1) engage learners in ethical reasoning to deliberate social, political, and economic issues, require learners to communicate conclusions, or encourage learners to take informed action toward achieving a more inclusive and equitable society.	Candidate implements learning experiences that do 2 of the following 3 things: 1) engage learners in ethical reasoning to deliberate social, political, and economic issues, 2) require learners to communicate conclusions, and/or 3) encourage learners to take informed action toward achieving a more inclusive and equitable society.	Candidate implements learning experiences that engage learners in ethical reasoning to deliberate social, political, and economic issues, require learners to communicate conclusions, and encourage learners to take informed action toward achieving a more inclusive and equitable society.	Candidate does not implement learning experiences that engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, or take informed action toward achieving a more inclusive and equitable society.
Adaptation to learner needs (5a)	Candidate uses theory and research and/or conclusions from data analysis to occasionally adapt instructional strategies to meet individual learner needs.	Candidate uses theory and research and conclusions from data analysis to adapt instructional strategies to meet individual learner needs.	Candidate uses theory and research and conclusions from data analysis to continuously adapt instructional strategies to meet individual learner needs.	Candidate does not use theory and research or conclusions from data analysis to adapt instructional strategies.

## Content Addendum – Special Education

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.

	1	2	3	N/O	Comments
<b>CEC Standard 1: Learner Development &amp; Individual Learning Differences</b>					
1.1 Understands how language, culture, and family background influence learning					
1.2 Uses understanding of development and individual differences to respond to needs					
<b>CEC Standard 2: Learning Environments</b>					
2.1 Through collaboration with general educators and other colleagues creates safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions					
2.2 Uses motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments					
2.3 Knows how to intervene safely and appropriately with individuals with exceptionalities in crisis					
<b>CEC Standard 3: Curricular Content Knowledge</b>					
3.1 Understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions					
3.2 Understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning					
3.3 Modifies general and specialized curricula to make them accessible					
<b>CEC Standard 4: Assessment</b>					
4.1 Selects and uses technically sound formal and informal assessments that minimize bias					
4.2 Uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions					
4.3 In collaboration with colleagues and families uses multiple types of assessment information in making decisions about individuals with exceptionalities					
4.4 Engages individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them					
<b>CEC Standard 5: Instructional Planning &amp; Strategies</b>					
5.1 Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences					
5.2 Uses technologies to support instructional assessment, planning, and delivery					
5.3 Is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning					
<b>CEC Standard 5: Instructional Planning &amp; Strategies</b>					
5.4 Uses strategies to enhance language development and communication skills					
5.5 Develops and implements a variety of education and transition plans across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams					

	1	2	3	N/O	Comments
<b>CEC Standard 5: Instructional Planning &amp; Strategies</b>					
5.6 Teaches to mastery and promotes generalization of learning					
5.7 Teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving					
<b>CEC Standard 6: Professional Learning &amp; Practice</b>					
6.1 Uses professional Ethical Principles and Professional Practice Standards to guide their practice					
6.2 Understands how foundational knowledge and current issues influence professional practice					
6.3 Understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services					
6.4 Understands the significance of lifelong learning and participate in professional activities and learning communities					
6.5 Advances the profession by engaging in activities such as advocacy and mentoring					
6.6 Provides guidance and direction to paraeducators, tutors, and volunteers					
<b>CEC Standard 7: Collaboration</b>					
7.1 Uses the theory and elements of effective collaboration					
7.2 Serves as a collaborative resource to colleagues					
7.3 Uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators					

## **Appendix D: Student Teaching Evaluation Online Links**

The student teaching weekly evaluation can be found online here:

### **Weekly Evaluation**

<http://bit.ly/CameronSTweekly>

Below you will find a link to the mentor online final evaluations. The links are specific to the student teacher's major. The items should be identical to those on the paper copy in your mentor handbook. We expect that you'll share a copy of the final evaluation with your student teacher, and you'll be able to do so by entering their email address in the evaluation. You'll receive a reminder with these links by email toward the end of the student teaching placement.

### **Early Childhood Education**

<http://bit.ly/29zc1LN>

### **Elementary Education**

<https://bit.ly/2WH0SMr>

### **English Education**

<http://bit.ly/2aWls7A>

### **Music Education – Instrumental**

<http://bit.ly/29s5IZh>

### **Music Education – Vocal**

<http://bit.ly/2AYkYe7>

### **Social Studies Education**

<https://bit.ly/3deuSS>

### **Special Education (add-on)**

<https://bit.ly/2BT5w1z>

## Appendix E: Submitting Videos Using YouTube

In addition to submitting your video(s) to PPAT, you will also need to submit them to Dr. Hall and your university supervisor(s). To do that you'll set up a private YouTube channel where you can upload your video and share the link to it with the people you wish to view it.

### ***Upload Video to You Tube (from computer)***

1. Sign in to YouTube.
2. At the top of the page, click Upload.
3. Select **Upload video**.
4. Before you start uploading the video, you can choose the video privacy settings\*.
5. Select the video you'd like to upload from your computer. You can also import a video from Google Photos.
6. As the video is uploading, you can edit both the basic information and the advanced settings of the video and decide if you want to notify subscribers (if you uncheck this option, no communication will be shared with your subscribers). You can have a title up to 100 characters and a description up to 5,000 characters.
7. Click **Publish** to finish uploading a public video to YouTube. If you set the video privacy setting to Private or Unlisted, just click **Done** to finish the upload or click **Share** to privately share your video.
8. If you haven't clicked **Publish**, your video won't be viewable by other people. You can always publish your video at a later time in your Video Manager.

Once the upload is completed we will send you an email to notify you that your video is done uploading and processing. You can then forward that email to friends or family for easy sharing.

### ***Upload Video to You Tube (from iPhone or iPad)***

Use the YouTube iOS app to upload videos by recording a new video or selecting an existing one:

1. Sign in to YouTube and your desired channel.
2. Tap the camera at the top of the home page.
3. Record a new video or select an existing one to upload.
  - **To record a new video:** Tap the video camera icon and begin recording.
  - **To select an existing video:** Use the gallery to select your video.
4. Apply optional enhancements to your video and tap **Next**.
5. Adjust your video's title, description, and privacy settings\*. You can have a title up to 100 characters and a description up to 5,000 characters.
6. Tap **Upload**.

You can also change the quality and type of connection used to upload videos.

1. Go to your account icon.
2. Tap **Settings**.
3. Go to "Uploads" section.

Sometimes we begin uploading your video while you are recording the video. We never publish a video without your consent.

\*Private videos and playlists can only be **seen by you and the users you choose**. Your private videos won't appear to others who visit the "Videos" tab of your channel page and won't show up in YouTube's search results. You can share a private video with other users over email.

## Appendix F: Student Teacher Plan of Improvement

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 will document the meeting, including a re-evaluation date, and will be signed by all three parties. Should a student wish to appeal a plan, they may do so in writing to the Chair of the Education Department.

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

Date: \_\_\_\_\_

Area(s) of Concern

Expectations for Improvement

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

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

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

\_\_\_\_\_  
University Supervisor 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. 8/07



## **Appendix G: Fingerprint Information**

**<http://sde.ok.gov/sde/background-check-teaching-certificate>**  
**CODE: 2B7KS5**

### **1. Where do I go to have my fingerprints taken?**

- **Option 1:** You MUST now register for all background checks. Please visit <https://ok.ibtfingerprint.com/> and follow the directions. Fingerprints may be taken electronically at the Oklahoma State Department of Education, Teacher Certification, Room 212, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma, Monday through Friday between the hours of 8:00 a.m. and 4:00 p.m.
- **Option 2:** Fingerprints may be taken at one of our satellite sites located around the state. These sites are an appointment only. You can visit the following website to schedule an appointment <https://ok.ibtfingerprint.com/> or call (877) 219-0197. Payment can be made during your appointment or online when scheduling. NOTE: If you print at a satellite site for a Teaching Certificate background check, please notify us by email at one of the addresses provided below. Please provide your name, date printed and site location. [Heather.Hays@sde.ok.gov](mailto:Heather.Hays@sde.ok.gov) or [brandi.jennings@sde.ok.gov](mailto:brandi.jennings@sde.ok.gov). If you are an out of state applicant, a site may be close to your area. Please visit the website mentioned above to find a site near you.
- **Option 3:** If you wish to submit fingerprint cards, you must now register them online at <https://ok.ibtfingerprint.com/>. You will now mail them to Identogo for processing. \*\*Please note: If you choose to choose fingerprint cards, the processing time is 4-6 weeks\*\*

### **2. What is the cost for electronically scanning my fingerprints or fingerprint cards to receive a report from the OSBI and FBI?**

Cost of processing may change. As of print time, the cost is \$57.25 for both the required OSBI and FBI reports. Please consult the State Department website for most up-to-date information.  
(<http://sde.ok.gov/sde/background-check-teaching-certificate>)

#### ***Payment information:***

The following payments will be accepted at the OSDE: credit card, business check, personal check, or money order. The payment should be made payable to Idemia. WE DO NOT ACCEPT CASH. Credit card payable online by visiting <https://ok.ibtfingerprint.com/> or to charge by telephone, call (877) 219-0197 for a confirmation number. Please remember to bring your confirmation number with you as we will need that number in order to process your fingerprints.

Mail fingerprint cards and money order or credit card receipt/confirmation number to: Oklahoma State Department of Education, Teacher Certification, Room 212, 2500 North Lincoln Boulevard, Oklahoma City, OK 73105-4599

### **3. May I submit a background search that was taken for anything other than Oklahoma educator certification?**

No. Due to FBI regulations, any initial Oklahoma educator certificate must have a current background search performed directly by the Professional Standards Section of the Oklahoma State Department of Education.

### **4. How do I obtain a copy of my fingerprint background report?**

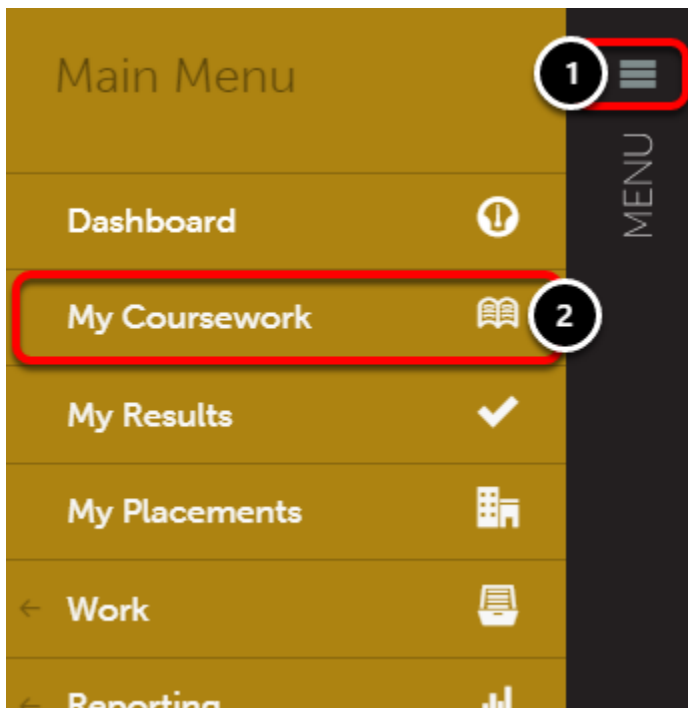
FBI requirements will not allow the State Department of Education to send copies of reports; however, you may request a copy from the FBI at <<http://www.fbi.gov/hq/cjisd/fprequest.htm>>.

## Appendix H: Downloading Chalk & Wire Portfolio (to keep after your account expires)

### As PDF

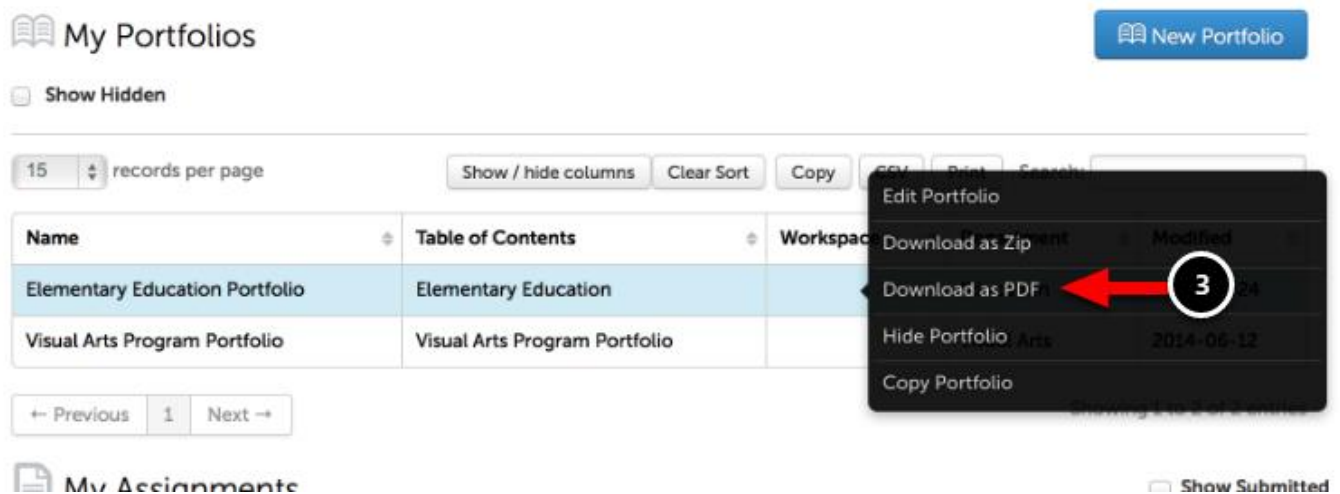
The 'Download as PDF' feature enables you to download, access, and share your Portfolio as a PDF document. It compiles all of your content in an intuitive layout, complete with a cover page and table of contents.

#### Step 1: Access My Coursework



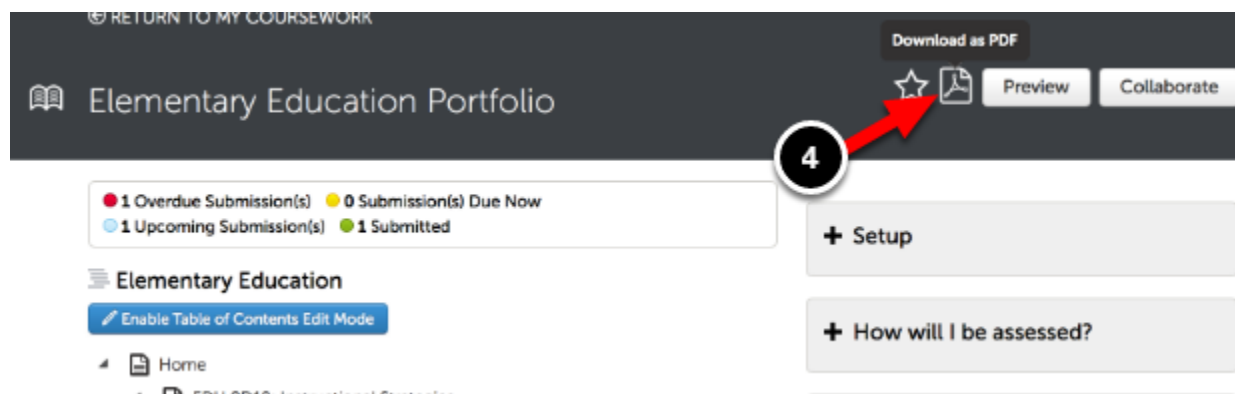
1. Click on the Main Menu icon. Select My Coursework.

#### Step 2: Select Portfolio



Locate the portfolio that you would like to download to zip file.

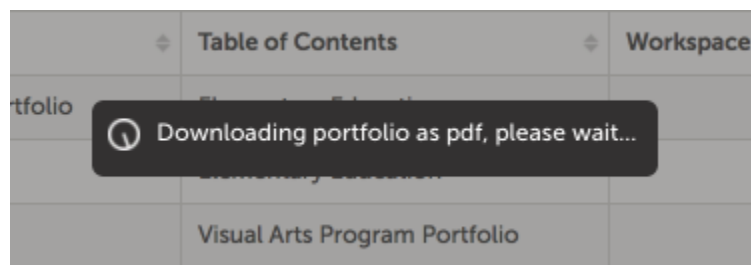
3. Click anywhere on the portfolio's row to reveal its options. Select Download as PDF.



Alternatively, if you have already accessed your portfolio, you can:

4. Click on the Download as PDF button from the main table of contents page.

### Step 3: Download Portfolio



Regardless of where you selected to Download as PDF, a pop-up message will appear on your screen to notify you that the downloading process has begun.

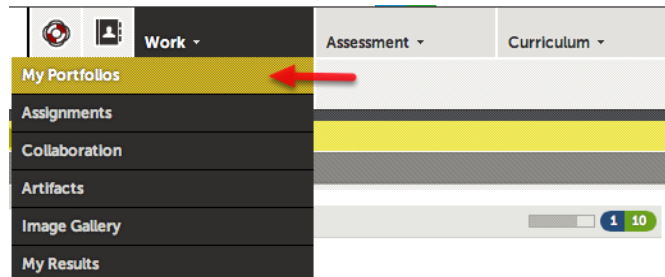
NOTE: If the portfolio is large, containing lots of content, this process can take some time. Until you see the downloaded file appear on your computer, do not close this window.

If your portfolio contains embedded reports generated in Results Analytics the report will only appear as a table in the downloaded PDF. If the line or bar graph display is preferred you will need to insert that report as an image into the portfolio prior to downloading it.

## As Website

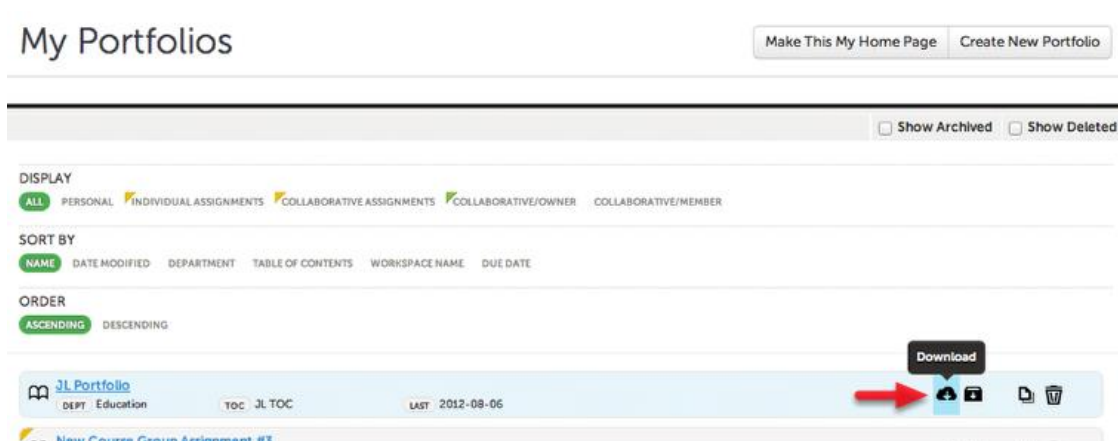
Downloading your portfolio(s) enables you to access portfolios without an internet connection, and to save portfolios to your computer if your Chalk & Wire account will be expiring soon.

**NOTE: You cannot download multiple portfolios at once, you must download each portfolio individually.** To begin, use the Work menu to select My Portfolios.



### Download a Portfolio

On the **My Portfolios** screen, locate the portfolio that you would like to download, and click its **Download** button.



If the portfolio contains a video, you will be prompted to convert the file. Select your conversion preferences, and click **Convert Now**.

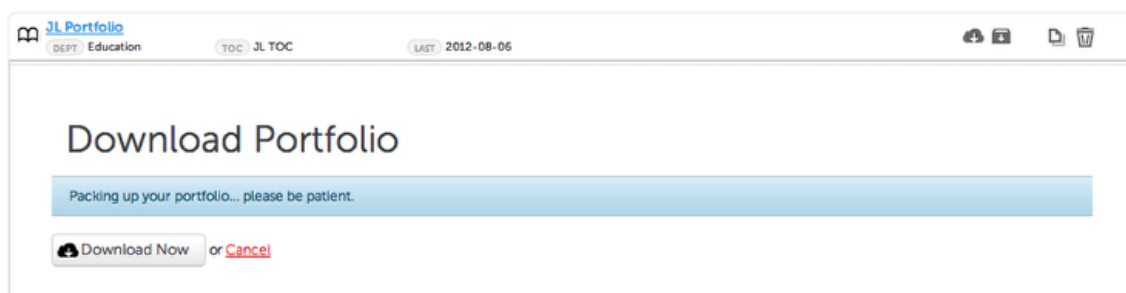


To confirm that you would like to download the portfolio, click the **Download Now** button.



You will know that the download has begun when you see the, "**Packing up your portfolio... please be patient**" message. Each computer may send files downloaded from the internet to a different location - ensure that you know where this file will be saved.

**NOTE: If the portfolio is large, containing lots of content, this process can take some time. Until you see the downloaded file appear on your computer, do not close this window.**



### View a Downloaded Portfolio

Once the file has been downloaded to your computer, it may appear as a Zip file, or as a regular folder. To open the zipped folder:

#### Mac Users:

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

#### Windows Users:

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

You will then see a folder appear. **Double click** on the folder to open it.

Once the folder has opened, locate the **index.html** file. Double click to open it.

**NOTE: In order to view the portfolio correctly, ALL files must remain in this folder. If you wish to share your portfolio with someone, compress the folder and instruct them to open the folder and view the index.html file and leave all other files as they are.**