

NWOSU TEACHER EDUCATION HANDBOOK

2021-2022

School of Education



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Accredited by the National Council for Accreditation of Teacher Education (NCATE)

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Welcome and Introduction

Welcome to Northwestern Oklahoma State University! The NWOSU Teacher Education Program is recognized for its preparation of educators who have the knowledge, skills, and dispositions to meet the challenging opportunities that exist in today's classrooms. The Division of Education is comprised of gifted educators who care deeply about young people in P-12 schools and, consequently, strive to prepare teacher candidates who are confident and caring. Through immersive learning activities and school-based experiences, NWOSU teacher education graduates meet the high standards and expectations of today's learners.

Dr. Christee Jenlink
Associate Dean, School of Education

Northwestern Oklahoma State University Teacher Education Program

Education Preparation Provider Mission Statement

We enlighten and empower our graduates through program excellence to educate those whom they serve.

Philosophy of the Program

The Teacher Education Program of Northwestern Oklahoma State University believes professional development involves understanding the role and the responsibility of a teacher in a particular context. The teacher candidate learns both to reflect and to challenge that role by integrating and synthesizing knowledge and skills from different sources to solve problems and enhance their perspective. NWOSU's experiential education program is based on research, theory, information, best practices, and reflection.

Education Preparation Provider Goals

Graduates will:

- Apply content and pedagogical skills to activate learning. (InTASC #1, #2, #3, #4, #8; CAEP A.1, CAEP A.3)
- Establish collaborative relationships with students, families, colleagues, and stakeholders. (InTASC #10; CAEP A.3)
- Respond to the needs of diverse learners. (InTASC #2; CAEP A.3)
- Engage in continuous learning. (InTASC #9; CAEP A.4)
- Employ reflective practices. (InTASC #10; CAEP A.4)

InTASC Standards

Northwestern's Education Program seeks to educate teachers who can demonstrate the following standards:

InTASC 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.

InTASC Standard 2

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

InTASC 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.

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

InTASC 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.

InTASC 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.

InTASC 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.

InTASC 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.

InTASC Standard 9

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

InTASC Standard 10

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

Governance

The Teacher Education Committee is the policy making body for the undergraduate teacher preparation program at Northwestern. The general purpose of the Teacher Education Committee is to provide a program of studies for the preparation of teachers at the baccalaureate and master's degree level to work in P-12 schools. Its recommendations are made to the Associate Dean of the School of Education and the Vice President for Academic Affairs and become official policy when approved by the President, the Regional University System of Oklahoma, and the Oklahoma State Regents for Higher Education in those areas requiring Regents' approval. The specific duties of the Teacher Education Committee are:

- (1) to approve all undergraduate teaching majors, minors, and certificate programs,
- (2) to set standards for admission and retention,
- (3) to approve the teacher education faculty,
- (4) to approve all changes in the programs,
- (5) to act as an appeals committee for all student grievances,
- (6) to approve changes in the faculty development process,
- (7) to approve program evaluation processes,
- (8) to recommend changes needed for policy and programs

The Teacher Education Committee members are elected by the teacher education faculty and recommended to the president for final approval. It is made up of the following members:

- Director of Teacher Education, Chair
- Director of Student Teaching, permanent member
- Elementary Education representative from the Division of Education
- Secondary Representative from the Division of Education
- Representative from Teaching Field (secondary)
- Representative from Teaching Field (elementary)
- Representative from Teaching Field (2) Community members
- Elementary student representative (junior or senior)
- Secondary student representative (junior or senior)
- Assistant Certification Officer, permanent (non-voting member)

Accreditation/Licensure Programs

The following education programs at Northwestern Oklahoma State University are accredited by the [National Council for Accreditation of Teacher Education \(NCATE\)](#)/[Council for the Accreditation of Educator Preparation \(CAEP\)](#) and the following Specialized Professional Associations:

Agriculture Education (B.S.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Early Childhood Education (B.S.Ed.) [National Association for the Education of Young Children \(NAEYC\)](#)

Elementary Education (B.S.Ed.) [Council for the Accreditation of Educator Preparation \(CAEP\)](#)

English Education (B.A.Ed.) [National Council of Teachers of English \(NCTE\)](#)

Health & Sports Science Education (B.S.Ed.) [National Association for Sport and Physical Education \(NASPE\)](#)

Mathematics Education (B.S.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Music Education (B.M.E.) [Office of Educational Quality and Accountability \(OEQA\)](#)

- Instrumental
- Vocal

Natural Science Education (B.S.Ed.) [Natural Science Teachers Association \(NSTA\)](#)

- Biology
- Chemistry
- Physics

Social Science Education (B.A.Ed.) [National Council for the Social Studies \(NCSS\)](#)

Special Education (B.S.Ed.) [Council for Exceptional Children \(CEC\)](#)

School Counselor (M.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Educational Leadership (M.Ed.) [Educational Leadership Constituent Council \(ELCC\)](#)

Reading Specialist (M.Ed.) [International Reading Association \(IRA\)](#)

Undergraduate Education Degree Programs

Elementary

Elementary Education (1-8)
Early Childhood Education (PK-3)

Elementary/Secondary (P-12)

Vocal Music Education
Instrumental Music Education
Health & Sports Science Education
Special Education

Secondary (6-12)

Agriculture Education
English Education
Math Education
Natural Science Education
 Biology
 Chemistry
 Physics
Social Science Education

Teacher Education Faculty

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Certification Requirements

In addition to completing an accredited university program, Oklahoma requires three tests with passing scores to receive a teaching certificate. Those tests are the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT), and the Praxis Performance Assessment for Teachers (PPAT).

Registration for certification tests and practice test information can be found at www.ceoe.nesinc.com.

Certification Examinations

The Office of Educational Quality and Accountability (OEQA) is responsible for the development and implementation of a competency-based assessment system for educator licensure/certification in the state of Oklahoma. The assessments consist of:

Oklahoma General Education Test (OGET) is designed to assess state core general education knowledge and skills, including critical thinking, computation, and communications.

OR An **ACT** score with writing can substitute if scored is 22 or more. A copy of scores must be taken to the Director of Teacher Education

The **Oklahoma Subject Area Tests (OSAT)** are designed to assess subject matter knowledge and skills.

The **Praxis Performance Assessment for Teachers (PPAT)** this is a performance assessment that shows what teacher candidates know and are able to do.

Candidates are urged to carefully prepare for the tests. Study Guides should be consulted in advance of taking the tests. More information can be found on this website, www.ceoe.nesinc.com.

General Information

Academic Honesty Statement

Northwestern Oklahoma State University's teacher candidates are expected to uphold standards of intellectual and academic integrity. Academic honesty is fundamental to the academic environment of learning and scholarship. It is essential when evaluating each candidate's level of knowledge and acquisition of skills. Academic dishonesty is represented by (1) plagiarism; (2) misrepresentation of the work of others as one's own; (3) unauthorized signatures; (4) falsification. **A violation of academic honesty will result in zero credit for work submitted and possible dismissal from the Educator Preparation Provider (EPP).**

Appeals Process

Any candidate who fails to achieve the program standards (except overall GPA), and who believes there is extenuating evidence that warrants being given special consideration may appeal in writing to the Director of Teacher Education for a waiver of the standard(s). The appeal will be heard by the Teacher Education Committee. The Teacher Education Committee meets once a month. Appeal Forms are to be submitted to the School of Education Office in EC 205. The form is now a link. Attach all documents into one form to upload. The Teacher Education Candidate Appeal form can be found at: <https://www.nwosu.edu/forms/candidate-appeals>

Attendance Policy

Attendance in class is a teacher candidate responsibility and a professional disposition. Only absences described as authorized or unavoidable may entitle a teacher candidate to perform makeup work but only at the discretion of the course instructor. **The Division of Education requires 90% attendance.** University policy requires 75 percent attendance per class. Tardiness can also be detrimental to a candidate's grade and subsequent course credit as determined by the instructor.

Background Checks

All teacher candidates enrolled in education courses with field experience are required to have a completed background check before entering a school. A background check must be renewed each year until completion of Clinical Experience III. Information on how to apply for a background check can be found at <https://www.nwosu.edu/uploads//division-of-education/background-check-instructions.pdf> (See Appendix L)

Release form for the use of photos videos and student work

Due to confidentiality, written permission must be obtained for P-12 student pictures or student work (Appendix D). After obtaining parental consent, scan this form, and attach to the appropriate assignment.

Oklahoma State Minimum Salary Schedule

Teachers in the public schools of Oklahoma shall receive in salary and/or fringe benefits not less than the amount specified in the following schedule. When determining minimum salary, "fringe benefits" shall mean only the employee's share of retirement, if paid by the district. More information can be found at <http://sde.ok.gov/state-minimum-teacher-salary-schedule>

Teacher Shortage Employment Incentive Program (TSEIP)

The Teacher Shortage Employment Incentive Program (TSEIP) is a legislative ruling administered by the Oklahoma State Regents for Higher Education. TSEIP was designed to recruit and retain mathematics and science teachers in Oklahoma. Successful candidates will be reimbursed eligible student loan expenses (a set amount, which may vary yearly) or an equivalent cash benefit. More information can be found at: <https://www.okhighered.org/otc/tseip.shtml>

Teacher Shortage Information

Teacher Shortage Information provided by the U.S. Department of Education

<https://www2.ed.gov/about/offices/list/ope/pol/teacheshortageareasreport2017.pdf>

Professional Dress (Business Casual)

Teacher candidates are expected to be in professional dress any time they are representing the NWOSU teacher education program. This includes, but not limited to: interviews, field trips, classroom observations, Clinical Experience I, II, and III.

Men:

Shirts with collars

Slacks (includes “Dockers” type)

Suits, blazers, vests, or sports coats

Women:

Blouses and sweaters

Skirts and slacks

Dresses, suits, blazers, and jackets

Teachers Closet

The Teacher's Closet was founded to supplement the professional clothing needs of Northwestern's education majors. Education majors face steep fees for certification exams, background checks, and licensure, which means that building a professional wardrobe can be a financial challenge. The Teacher's Closet was established to help candidates fill in the gaps in their wardrobe so they can focus on the more important task of becoming excellent educators.

Link: <https://www.nwosu.edu/school-of-education/education/teachers-closet>

Social Media

The Northwestern Education Department has set up social media accounts to disperse important information to the teacher candidates. This format is also used to inform the public about different activities.

Twitter: NWOSU Division of Education @NWOSU_EDUCATION

Facebook: NWOSU Division of Education @NWOSUEDUCATION

Professional Education Curriculum

Every education major who wishes to graduate with a Bachelor of Science degree must be admitted to the NWOSU Teacher Education Program. Below is a matrix outlining the Professional Education Curriculum. (* restricted courses)

What Course	When	Why
2010 Educational Seminar	1st Semester of Sophomore Year. Recommended taking courses concurrently.	Professional Folder is created in this course
2013 Child /Adolescent Psychology (Prerequisite-General Psychology)		Prerequisite to 3322 Educational Psychology Required Standard 1 fulfilled for Transition Point I
2103 Foundations of Education	Immediately after Educational Seminar and/or concurrently with Child/Adolescent Psychology- 2 nd Semester of Sophomore Year-Prior to or during application to Teacher Education Program	<u>Transition Point I</u> PASS OGET before Interview Can interview for admission during this semester, and must complete Transition Point I
3113 Students with Exceptionalities	Sophomore/Junior Year	Course is a prerequisite to all other Special Education courses
3422 Teaching Reading Skills in the Content Area	Junior/Senior Year	(Secondary Education Only)
4221 Educational Technology	Sophomore/Junior Year	
4231 Assessment Design	Sophomore/Junior Year	
<i>4320 Classroom Organization -Must be Taken in FALL SEMESTER upon admission to the Teacher Education Program</i>		
*4320 Classroom Organization	Upon admission to Teacher Education FALL ONLY	Observation hours are completed in August- During the first days of Public School
3322 Educational Psychology	Junior/Senior year	Restricted Course
*4122 Classroom Management & Behavior Intervention I	Junior/Senior year	Restricted Course
*3913 Principles & Methods of Teaching *4332 Assessment & Evaluation Applications	Senior Year Semester before Student Teaching	Restricted Course Must be taken together semester before Clinical III
*4131 Classroom Management & Behavior Intervention II *4821 Multicultural Education *4960 Clinical Experience III: Student Teaching	Senior Year	<u>Transition Point II</u> approved by advisor before enrolling in Professional Semester All coursework/requirements MUST be completed prior to enrollment. <u>Transition Point III</u> completed at the end of the semester

PROFESSIONAL EDUCATION

EDUC 2010 Educational Seminar
EDUC 2013 Child/Adolescent Psychology
EDUC 2103 Foundations of Education
EDUC 3113 Students with Exceptionalities
EDUC 3322 Educational Psychology
EDUC 3422 Teaching Reading in the Content Area (Secondary only)
EDUC 3913 Principles & Methods of Teaching
EDUC 4122 Classroom Management & Behavior Intervention I
EDUC 4221 Educational Technology
EDUC 4231 Assessment Design
EDUC 4320 Classroom Organization
EDUC 4332 Assessment & Evaluation Applications

PROFESSIONAL SEMESTER

EDUC 4131 Classroom Management & Behavior Intervention II
EDUC 4821 Multicultural Education
EDUC 4960 Clinical Experience III: Student Teaching

Teacher Education Admission Requirements

Every candidate who wishes to obtain a teaching certificate must be admitted to the Teacher Education Program.

Specific Requirements for admission to the NWOSU teacher education program:

- Minimum Retention Grade Point Average (RGPA) of 2.50 with at least 30 semester hours completed.
- Completed English Composition I or II with a grade of A or B.
- Completed EDUC 2010 Educational Seminar
- Completed or enrolled in:
 - EDUC 2013 Child/Adolescent Psychology
 - EDUC 2103 Foundations of Education
- Completed the Field Experience Planning form
- Passing score 240 on the Oklahoma General Education Test (OGET) or a score a 22 on the ACT with writing.
- Satisfactory rating on Teacher Education Admission Interview.
- Transition Point I requirements.

Admission Interview

A Teacher Education Admission Interview committee comprised of Teacher Education Faculty and stakeholders will conduct an admission interview with each teacher candidate at Transition Point I. The teacher candidate must submit an application to interview and have a current background check, RGPA 2.5, passing OGET score, completed Transition Point I requirements.

With the requirements met, the candidate submits the interview application form to schedule the 30-minute interview. Teacher candidates are expected to dress professionally and be prepared. Once the interview is complete, the committee evaluates and gives results to the teacher candidate.

Field Experience

Field experiences are an integral part of the Teacher Education Program. They enable a teacher candidate to have knowledge of P-12 school processes, teaching practices, classroom management, and student behavior. To be fully accredited, Northwestern Oklahoma State University ensures all teacher candidates complete diverse field experiences within their respective program.

A teacher candidate is to research the demographics of each school site within a district **BEFORE** completing field experience hours. Candidates complete a Diversity Placement form in EDUC 2103 Foundation of Education for Clinical Experiences I, II, and III. For more information, candidates are encouraged to talk to their teacher education advisors with any questions.

Clinical Experiences

The NWOSU Clinical Experiences consists of three major areas: Clinical Experience I- Early and Ongoing practice opportunities, Clinical Experience II- Preservice Experiences, and Clinical Experience III: Student Teaching/Professional Semester. The experiences are aligned directly to specific course requirements, InTASC Standards, and candidate status within the program. Northwestern Oklahoma State University teacher candidates will complete 585 to 660 field experience hours during the program. These experiences are designed to provide structured, systematic opportunities for a teacher candidate to develop the proficiencies outlined in the program's values, state standards, and professional standards.

A background check is required prior to completing **any** field experiences. Instructions for completing this process are found on the Division's website under forms titled "Castle Branch Instructions". (Appendix L)

A candidate may not serve as substitute teachers at any time during the Clinical Experience. A certified teacher must be assigned to the classroom at all times.

Candidates complete three Clinical Experiences as they progress through the program.

Candidates must:

- complete at least one Clinical Experience in a highly diverse placement (rating = 3) or,
- complete all three Clinical Experiences in a diverse placement (rating = 2) or,

- complete all three Clinical Experiences in a highly diverse placement (rating = 3) or,
- complete a combination of highly diverse and diverse placements

Candidates may not complete more than one Clinical Experience in a non-diverse placement (rating = 1)

Example(s):

Diversity:

 3 Clinical Experience I
 3 Clinical Experience II
 1 Clinical Experience III
 (Student Teaching)

Diversity:

 3 Clinical Experience I
 2 Clinical Experience II
 2 Clinical Experience III
 (Student Teaching)

Diversity:

 3 Clinical Experience I
 2 Clinical Experience II
 1 Clinical Experience III
 (Student Teaching)

Diversity:

 2 Clinical Experience I
 2 Clinical Experience II
 2 Clinical Experience III
 (Student Teaching)

The Diversity Rating Chart will be updated every three (3) years. The first chart, School Diversity 2016-2017, will apply to candidates taking EDUC 2103 Foundation of Education from spring 2017 until spring of 2019. The date of the use of the diversity chart begins when the candidate enrolls in EDUC 2103 Foundations of Education. Link:

<https://www.nwosu.edu/uploads//division-of-education/diversity-averages-2019-use-fall-2019-until-spring-2022.pdf>

Candidates will follow the same Diversity Chart for all **three** (3) Clinical Experiences. A candidate who does not enroll at NWOSU for two consecutive semesters will follow the Diversity Chart in effect upon the time of the most current enrollment.

****Candidates are expected to present themselves in professional dress for all Clinical Experiences.**

Policies and Procedures for Planning Field Experiences in Clinical Experience I and II

The Teacher Education Committee of Northwestern Oklahoma State University has adopted the following policies to provide the most successful and productive Clinical Experience possible for all involved. These policies are in effect unless special permission is granted through the appeal process of the Teacher Education Committee.

1. Candidates are not to replace regular certified teachers as a substitute in the classroom.
2. Candidates are not allowed to fulfill a Clinical Experience III in the school of his/her “home-town” district.
3. Candidates are not allowed to complete all Clinical Experiences in the same district.

4. Candidates are not allowed to fulfill a Clinical Experience with a person who may pose a conflict of interest, i.e., family member or friend in a supervisory position.
5. Candidates are not allowed to fulfill a Clinical Experience where his or her own child would be under the candidate's supervision.
6. Only one candidate per mentor teacher per semester is allowed.
7. Candidates are not to be employed by the school district during the time the Clinical Experience is taking place.
8. Candidates must meet all diversity requirements with field experiences throughout the program.

Early and Ongoing Practice Opportunities

EDUC 2013 Child and Adolescent Psychology: A teacher candidate completes 30 hours of observation in settings outside of school. During the 30 hours of field experiences, a candidate will observe any school-age children. Examples of this type of field experience include Scouts, Little League, YMCA, Bible School, etc.

Clinical Experience I: Preservice Experiences Required for All Beginning Candidates
EDUC 2103 Foundations of Education: The field experience coordinator will collaborate with local P-12 school administrators to place a teacher candidate in a school for seven (7) hours of classroom observation. The candidates in this course also take a field trip to a highly diverse school setting for eight (8) hours for a total of fifteen (15) hours for Clinical Experience I. This Clinical Experience is collaboratively designed to provide a candidate with the opportunity to evaluate one's commitment to teaching by first-hand observation of P-12 students in classroom settings.

Clinical Experience II: Preservice Experiences (3913 Principles & Methods in Teaching)
 Candidates in program-specific methods courses are required to complete Clinical Experience II. It is recommended the applicable methods course, and Clinical Experience II are taken the semester before Clinical Experience III, student teaching. The methods instructor and the teacher candidate collaborate to determine the school site to complete the Clinical Experience. The placement must follow diversity guidelines set by the EPP, and the mentor teacher must meet EPP guidelines. The Mentor Teacher in the classroom in which the candidate is placed must have (1) at least three years of teaching experience, (2) hold the same certification as the degree-seeking candidate, and (3) be recommended by either the Director of Student Teaching or school administrator. The candidates will be evaluated by the mentor teacher with the Student Teacher Evaluation to prepare them for Clinical Experience III.

Course	Field Experience Hours
EDUC 3913 Principles and Methods in Teaching	40 hours

* In order for the Agriculture Education candidates to meet the diversity requirement, they also track diversity in AGED 3203 Planning in the Community (AGED) 30 hours.

Clinical Experience III: Student Teaching

Clinical Experience III is completed during the professional semester. It is comprised of 568 hours in a classroom. The Director of Student Teaching coordinates the placement of the candidate within a school district. The candidate submits a “first choice” and “second choice” on the Clinical Experience III application. The requests are checked to ensure compliance with diversity requirements.

The Mentor Teacher in the classroom in which the candidate is placed must meet the following requirements:

- Has a minimum of three years of teaching experience;
- Holds the same certification as the degree-seeking candidate;
- Is recommended by either the Director of Student Teaching or a school administrator;
- Has a strong dedication to the teaching profession;
- Uses basic principles of effective teaching and learning;
- Is willing to guide the progress of the student-teacher;
- Demonstrates a high level of professional ethics.

Policies and Procedures Regarding Placement of Teacher Candidates in Clinical Experience III

The Teacher Education Committee of Northwestern Oklahoma State University has adopted the following policies to provide the most successful and productive Clinical Experience possible for all involved. These policies are in effect unless special permission is granted through the appeal process of the Teacher Education Committee.

1. Candidates are placed in classrooms within a 150-mile radius of the main campus in Alva.
2. Candidates may not be enrolled in any other classes during the Professional Semester.
3. Candidates will follow the calendar of the host school, for example, observing holidays, teacher meetings, etc.
4. Candidates are not to replace regular certified teachers as a substitute in the classroom. If emergencies arise, the Director of Student Teaching should be contacted.
5. Candidates are afforded a maximum of three (3) days of absence to be used only for family-related emergencies or illness.
6. Candidates are not allowed to fulfill a Clinical Experience III in the school of his/her “home-town” district.
7. Candidates are not allowed to complete all Clinical Experiences in the same school district.
8. Candidates are not allowed to fulfill a Clinical Experience with a person who may pose a conflict of interest, i.e., family member or friend in a supervisory position.
9. Candidates are not allowed to fulfill a Clinical Experience where his or her own child would be under the candidate’s supervision.
10. Only one candidate per mentor teacher per semester is allowed.
11. Candidates are not to be employed by the school district during the time the Clinical Experience is taking place.

12. Candidates must meet all diversity requirements with field experiences throughout the program.
13. Candidates must provide his/her own liability insurance.

The Director of Student Teaching assigns university supervisors to observe and evaluate the teacher candidate a minimum of four times during the semester: Two (2) visits by a university supervisor with P-12 teaching experience and two (2) visits by a university supervisor with content expertise. The mentor teacher evaluates each teacher candidate a minimum of two times during the semester. The mentor teacher assesses with the Student Teaching Evaluation and a written evaluation form, a narrative evaluation, and a disposition form. Communication among the mentor teachers, teacher candidate, and the Director of Student Teaching is maintained throughout the semester.

Clinical Experience III is designed to provide opportunities for the teacher candidate to observe, plan, implement, and evaluate instructional materials and techniques to meet the varied learning needs of diverse students. It serves as the culminating experience in the teacher education program at NWOSU and requires the display of knowledge, skills, and dispositions established by the EPP, state, and accrediting agencies.

Teacher Candidate Professional Folder

Purpose of the Professional Folder

The Professional Folder celebrates the knowledge, skill, experience, and professional dispositions of each teacher candidate in NWOSU's teacher education program. It is in this professional folder the candidate develops abilities to articulate various instructional decisions for active learning and diversity. The importance of establishing collaborative relationships with students, families, colleagues, and stakeholders is reflected in the requirements of the folder. The candidate's signature assessments reflect insight that stimulates reflective practice and continuous learning. Candidate knowledge is demonstrated at Transition Points I and II. Transition Point III demonstrates the teacher candidate's application of the InTASC standards.

The professional folder reflects the teacher candidate's growth as a professional and verifies that the candidate has met the specific requirements to move forward at the transition points. Teacher Education Faculty approval is necessary at each Transition Point before a teacher candidate can advance. After a faculty verifies a Transition Point and submit a digital checklist a paper copy will be added to the teacher candidate's official Teacher Education file. The teacher candidate's official file is maintained in the Education Office (EC 205).

Professional Folder Assembly and Requirements

The teacher candidate will complete each standard in the professional folder template.

All courses and requirements listed at each transition point must be met satisfactorily before a transition point can be completed. Professional Education courses require a “C” or better to be considered satisfactorily completed.

The professional folder is introduced in EDUC 2010 Educational Seminar and provides a record of professional growth and development. At each Transition Point, the professional folder is reviewed for completion.

Transition Point I	<p><u>Professional Education-completed or enrolled</u></p> <ul style="list-style-type: none"> ✓ 2013 Child/Adolescent Psychology ✓ 2103 Foundations of Education <p>Field Experiences chart (one entry for each course containing Field Experience) 1st Disposition Assessment (self-evaluation) 2nd Disposition Form (completed by any faculty member of choice current or previous semester) Current Transcript Copy of OGET score *Must have completed or be enrolled in 2103 Foundations of Education Application for Admission to Teacher Education Program Successful completion of Teacher Education Interview Approval needed <u>prior to admission</u> to Teacher Education Reviewed by Admission Interview chair</p>
Transition Point II	<p><u>Professional Education-completed or enrolled</u></p> <ul style="list-style-type: none"> ✓ EDUC 3113 Students with Exceptionalities ✓ EDUC 3322 Educational Psychology ✓ EDUC 3422 Teaching Reading in the Content Area (secondary) ✓ EDUC 3913 Principles & Methods of Teaching ✓ EDUC 4122 Classroom Management & Behavior Intervention I ✓ EDUC 4221 Educational Technology ✓ EDUC 4231 Assessment Design ✓ EDUC 4320 Classroom Organization ✓ EDUC 4332 Assessment & Evaluation Applications <p>Field Experiences chart (one entry for each course containing Field Experience) 3rd Disposition Assessment—for a total of 3 at this point (completed by any faculty member of choice current or previous semester) Current Transcript Transition Point I completed Copy of OSAT score(s) (if available) Application to Enroll in Clinical Experience III: Student Teaching/Professional Semester Approval needed <u>prior</u> to admission to Clinical Experience III: Student Teaching/Professional Semester Reviewed by advisor or a designated TEF member</p> <p><i>NOTE: Failure to submit all requirements for Transition Point II by the designated due date may delay your acceptance into Clinical Experience III: Student Teaching/Professional Semester until the following semester.</i></p> <p><u>To be accepted into the Clinical Experience III/Professional Semester:</u></p>

	<ul style="list-style-type: none"> ➤ Spring Semester, professional folder must be submitted for review to your advisor no later than December 1st ➤ Fall Semester, professional folder must be submitted for review to your advisor no later than May 1st ➤ Summer courses need to be completed prior to Fall Semester. The Professional folder must be submitted for review to your advisor no later than August 1st. <p>After your advisor or a designated TEF member has reviewed your professional folder, documentation of completion will be submitted to the Education Office, before enrollment in the Clinical Experience III: Student Teaching/Professional Semester.</p>
Transition Point III	<p>Professional Education-completed</p> <ul style="list-style-type: none"> ✓ <u>EDUC 4131 Classroom Management & Behavior Intervention II</u> ✓ <u>EDUC 4821 Multicultural Education</u> ✓ <u>EDUC 4960 Clinical Experience III: Student Teaching</u> <p>Transition Point I and II completed</p> <p>Complete Exit Interview</p> <p>Reviewed by Education Office before recommended for certification.</p> <p>***NOTE: Failure to submit all requirements for Transition Point III on the date designated by the Director of Student Teaching may result in cancellation of your exit interview.</p>
	<p><i>* Transfer candidates will see an advisor for assistance with required standards.</i></p> <p><i>* Signature assessments will be accepted from substituted courses as noted on the degree audit.</i></p>

Dispositions and Plan of Improvement Policy

The teacher candidate will submit completed disposition forms at Transition Points I and II (Appendix C).

Disposition Evaluations of Undergraduate Teacher Candidates

The teacher candidate chooses a faculty member from their current schedule to complete the disposition evaluations. If the current faculty members have previously completed a disposition evaluation on the candidate, then the teacher candidate may go back one (1) semester to ask a different faculty member.

The first disposition evaluation is a self-evaluation by the candidate during EDUC 2103 Foundations of Education. The second disposition evaluation is completed by a faculty member of the teacher candidate's choice. After completing the disposition assessment, the faculty member will submit it electronically. The first and second disposition evaluations coincide with **Transition Point I**. This disposition assessment will be viewed by the Teacher Education Interview Committee.

The third disposition evaluation is completed by a faculty member of the teacher candidate's choice. After completing the disposition evaluation, the faculty member will submit it electronically. The third disposition evaluation will be part of **Transition Point II**.

The fourth disposition evaluation occurs during the Clinical Experience III, Student Teaching/Professional Semester. It is completed by the mentor teacher confidentially. (Data

from the fourth disposition will be used for program improvement purposes only and will be kept confidential. It is submitted electronically.) This coincides with **Transition Point III**.

Additional Disposition Evaluations may occur at any time during a teacher candidate's education program. A transfer candidate who has already completed a comparable introductory education course at another institution will complete the required disposition evaluations at the time of submission of **Transition Point I**.

Plan of Improvement for Disposition Evaluations

Criteria

Step One: If a teacher candidate scores an **Unacceptable (1)** in any element in a category, a consultation with the faculty evaluator will occur. (Form should be printed, signed by both parties and dated and placed in the Teacher Candidate's file in the Education office)

Step Two: If the candidate receives **four Unacceptable (1)** scores in one disposition evaluation or all disposition evaluations combined, then he/she will write a plan of improvement to be submitted to the Associate Dean of the School of Education. Consultation(s) will occur to consider the appropriateness for the candidate to remain in the education field or to examine another career choice. A follow-up disposition evaluation will be conducted at the end of the semester. A candidate may be dismissed from the program if his/her dispositions are not compatible with the dispositions required for an effective teacher.

Transition Point Evaluations

The professional folder will be evaluated at designated times called Transition Points. The teacher candidate will have all components of the professional folder complete and shared with the designated Teacher Education Faculty member(s). Faculty will use the corresponding rubric to indicate completion (Appendix E).

Teacher Education Application and Admission Interview

A Teacher Education Admission Interview Application is submitted, and an interview is scheduled. Transition Point 1 requirements are reviewed.

A Teacher Education Admission Interview committee comprised of Teacher Education Faculty and stakeholders will conduct an admissions interview with each teacher candidate at Transition Point I. At this point the teacher candidate must have a current background check, RGPA 2.5, passing OGET score, completed Transition Point I requirements.

Candidates who have met the above requirements are eligible to schedule an interview with a Teacher Education Admissions Interview Committee. Teacher candidates are expected to dress professionally and be prepared for a structured interview. The interview is scheduled at 30-minute intervals. Once the interview is completed, the committee evaluates the candidate's

responses. At the conclusion of the interview, the teacher candidate will receive the recommendation of the committee.

Clinical III Application to Enroll in Clinical Experience III: Student Teaching

Candidates are required to submit an application to enroll in Clinical Experience III: Professional Semester/Student Teaching. This correlates with Transition Point III, all requirements for Transition Point III must be completed before a candidate is allowed to complete enrollment.

Exit Interview

A Teacher Education Exit Committee comprised of Teacher Education Faculty and stakeholders will conduct an exit interview with each candidate at the end of the Clinical Experience III, Student Teaching/Professional semester. The purpose is for the candidate to reflect upon growth during the program and application towards the profession.

Candidates who have met the above requirements will schedule for an interview with a Teacher Education Exit Committee. Teacher candidates are expected to dress professionally and be prepared for a structured interview. The interview is scheduled at 30-minute intervals. Once the interview is completed, the committee evaluates the candidate's responses. At the conclusion of the interview, the teacher candidate will receive the recommendation of the committee.

The interview process at admission and exit provides feedback for continuous improvement in the NWOSU Teacher Education Program.

Program Completion

Upon successful completion of the signature assessments, the Teacher Education Exit Committee reviews the professional folder to ensure all requirements are met. If all requirements are not met, a Professional Folder Plan of Improvement is instituted. Successful completion of the professional folder is a program completion and graduate requirement (Appendix F).

Mentor Teacher Qualifications

The Mentor Teacher in the classroom in which the candidate is placed must meet the following requirements:

- Has a minimum of three years of teaching experience;
- Holds the same certification as the degree-seeking candidate;
- Is recommended by either the Director of Student Teaching or a school administrator;
- Has a strong dedication to the teaching profession;
- Uses basic principles of effective teaching and learning;
- Is willing to guide the progress of the student-teacher;
- Demonstrates a high level of professional ethics.

The criteria are implemented through further conversations with the site based administrators who are responsible for the placements. Interviews with local school administrators further confirm that they select faculty at their sites who are accomplished, school professionals. School partners who are possible mentor teachers should represent the same qualities or expectations of university professors, including service, scholarly activity, and teaching. The relationship developed between the mentor teacher and the teacher candidate is the key to the success of the clinical experience. These on-site members of the EPP should provide nourishment and enrichment to the teacher candidates' preparation materials, including modeling, planning, and critiquing lessons for P-12 students.

After placements are made, the mentor teacher is provided with information about the candidate who is placed under his/her supervision. The Director of Student Teaching notifies the candidate of the Clinical Experience placement.

Policies and Procedures Regarding Placement of Teacher Candidates

The Teacher Education Committee of Northwestern Oklahoma State University has adopted the following policies to provide the most successful and productive Clinical Experience possible for all involved. These policies are in effect unless special permission is granted through the appeal process of the Teacher Education Committee.

1. Candidates are placed in classrooms within a 150-mile radius of the main campus in Alva.
2. Candidates may not be enrolled in any other classes during the Professional Semester.
3. Candidates will follow the calendar of the host school, for example, observing holidays, teacher meetings, etc.
4. Candidates are not to replace regular certified teachers as a substitute in the classroom. If emergencies arise, the Director of Student Teaching should be contacted.
5. Candidates are afforded a maximum of three (3) days of absence to be used only for family-related emergencies or illness.
6. Candidates are not allowed to fulfill a Clinical Experience III in the school of his/her "home-town" district.

7. Candidates are not allowed to complete all Clinical Experiences in the same school district.
8. Candidates are not allowed to fulfill a Clinical Experience with a person who may pose a conflict of interest, i.e., family member or friend in a supervisory position.
9. Candidates are not allowed to fulfill a Clinical Experience where his or her own child would be under the candidate's supervision.
10. Only one candidate per mentor teacher per semester is allowed.
11. Candidates are not to be employed by the school district during the time the Clinical Experience is taking place.
12. Candidates must meet all diversity requirements with field experiences throughout the program.
13. Candidates must provide his/her own liability insurance.

Time Required for Clinical Experience III

The time commitment for Clinical Experience III is considerably more than previous Clinical Experience requirements. It is not unrealistic to expect at least one hour of preparation time per day for each class taught. A candidate is expected to participate in all professional-level activities in which the mentor teacher participates. The Teacher Education Programs recommends candidates not be employed during this time.

Absences

The candidate will be in the classroom for 568 hours. Three (3) professional days are allowed for emergencies. Other absences must be made up at the end of the semester. Absences beyond three days adversely affect the candidate's grade. Each absence and reason for the absence must be reported immediately to the Director of Student Teaching and the mentor teacher. If an observation is scheduled the day of the absence, the university supervisor is also to be notified.

Classroom Management

Effective classroom management, including knowledge and application of a discipline plan, is an important part of the clinical practice experience. The candidate has a responsibility to model the mentor teachers' classroom management/discipline plan and to use it. While Clinical Experience is a time to experiment and try various approaches in managing a class, changes are to be considered if they can only be implemented without disrupting the classroom and with the approval of the mentor teacher. The mentor teacher has the legal responsibility for maintaining a classroom environment conducive to Clinical Experience. As the candidate progresses to the next phase (see phases below), it is important the candidate is given the opportunity to use effective management skills without assistance. Some candidates need support at the beginning of this phase, but each must be able to manage the class all day during Phase IV. The classroom management system used by the candidate must be acceptable to the university supervisor and the mentor teacher. The candidate will not administer corporal punishment nor serve as an official witness of corporal punishment. Violation of this policy will result in termination of the Clinical Experience.

Parent Contacts

Being able to work effectively with parents is essential if an educator is to succeed. The candidate is to take advantage of every opportunity to observe the mentor teacher interacting with parents, except in cases where confidentiality is a concern. Contact with parents will always be done in the presence of the mentor teacher. If a problem arises with a parent, it is to be referred to the mentor teacher immediately.

Phases of Clinical Experience III

This Clinical Experience provides an opportunity to be part of an educational team. As a team member, the candidate's role, responsibilities, and tasks will vary from time to time, as determined by the mentor teacher and university supervisor. Candidate assignments are highly individualized. Involvement in the classroom activities will depend upon the candidate's readiness to perform the tasks assigned. In no case will the candidate be asked to step in immediately and assume total responsibility for the class. Due to the individualized nature of the assignment and the readiness factor, no set time period can be attached to the various phases of clinical practice. All candidates should move through five phases during their experiences.

Phase I Orientation and Observation

The first days of the Clinical Experience will be comprised of observation of the classroom environment and related areas, instructional techniques, and interpersonal communication and relationships. When observing, the candidate is to take reflective notes for the purpose of asking questions of the clinical educator regarding reasons for his/her interactions and instructional methods. Frequently asking questions of "why" and "how" will provide a knowledge base for the candidate's choosing of instructional and management methods.

Phase II Assisting

After a period of observation, the candidate will be ready to become involved with the students to become better acquainted and to alleviate anxieties. The mentor teacher may give suggestions for activities that will help the candidate become involved. Examples might include providing one-to-one assistance, distributing materials, checking attendance, or assisting with make-up work.

Phase III Team Teaching / Limited Teaching Experience

To initiate the teaching experience, the candidate will begin by sharing with the mentor teacher the responsibility of planning and teaching selected lessons in a team teaching situation. This may be done in several ways. For example, the candidate presents the lesson "warm-up" and motivation while the mentor teacher teaches the new skill. Another example is the class is divided into two groups with both the candidate and the mentor teacher taking a group for instruction. Another example is the instructional time is divided – one does the introduction and presentation of skills, while the other carries out the independent practice and evaluation segments of the lesson. In the limited teaching phase, the candidate will be involved in planning, preparing instructional materials, and teaching a complete lesson that has been cooperatively developed. In this phase, the mentor teacher provides continuity for the classroom and immediate feedback. Additional responsibilities might include preparing resources or working with

individual students or small groups relating to the lesson taught. (See **Lesson Plan Example and Description, Appendix G & H**).

Phase IV Extensive Teaching Experience

After having observed the mentor teacher model the preparation, implementation, and evaluation of lesson plans in the subject area(s) within the classroom, the candidate will be able to assume the responsibility for planning, teaching, and evaluating a sequence of lessons. These lesson plans will be written and submitted to the mentor teacher **before** teaching the lesson. If the subject of study is developed around a theme or unit, submission dates will be determined by the mentor teacher. This gives the mentor teacher adequate time to evaluate and provide constructive feedback to the candidate. The candidate continues to assume more responsibility for all the classroom activities until the full teaching load has been accrued.

Phase V Culminating Experience

During this phase, the mentor teacher once again assumes the primary responsibility for classes. This phase, which is the last week of the clinical practice experience, provides the opportunity for the candidate to observe the mentor teacher making the transition back to a full-time mentor teacher and observe other classes in the building or other buildings.

Roles of Individuals Involved in Clinical Practice

Role of the Mentor teacher

The mentor teacher is responsible for modeling an effective instructional program for students and guiding the activities of the candidate.

The mentor teacher is expected to:

1. Ensure adequate continuity, class contact, and supervision of the candidate program. The candidate is to be part of a teaching team and not be considered as a replacement for the regular teacher.
2. Define the candidate's responsibilities. To accomplish this, the mentor teacher is to:
 - a. Schedule a conference with the candidate during the first week of the Clinical Experience to clarify the candidate's role.
 - b. Provide an opportunity to observe methods which are appropriate for effective teaching practices.
 - c. Assist the candidate with the professional responsibilities for working with students, parents, colleagues, and the community.
 - d. Assist the candidate in becoming acquainted with the state regulations and district regulations applicable to students and teachers in the school where he/she is working.
 - e. Clarify the candidate's responsibilities concerning making lesson plans, securing and organizing appropriate materials, and other necessary activities.

- f. Attend in-service programs planned for teachers and administrators connected to the Clinical Experience.
3. Ensure the candidate's induction to actual teaching at an appropriate rate.
4. Choose a specific time for planning on a daily and weekly basis. In addition, establish a regularly scheduled conference time.
5. Assist the candidate in being successful.
6. Evaluate the candidate's performance and provide feedback to his/her personal reflections and self-evaluations. The candidate receives a written copy of suggestions/criticisms and keeps a personal copy on file.
7. Informs the university supervisor of candidate absences.
8. Takes the necessary steps to notify the university supervisor or Director of Student Teaching of problems that arise during the Clinical Experience.
9. Plan two formal evaluation observations throughout the semester with the candidate using the Student Teaching Evaluation Report and return to NWOSU's Director of Student Teaching upon completion.
10. Complete the Disposition of Teacher Candidates after the student teaching experience.

Role of the Principal

The school principal has a significant role in facilitating and coordinating candidates. Generally, the principal:

1. Provides a positive environment for candidates within the building.
2. Orients faculty to their role in the Clinical Experience.
3. Orients the candidate concerning philosophy, policies, and regulations of the cooperating schools.
4. Stays informed about the progress of the candidate.
5. Observes the candidate in some capacity and provides informal feedback.
6. Communicates any comments, questions, or concerns to the NWOSU Director of Student Teaching or the university supervisor.

Role of the Candidate

The candidate is expected to:

1. Act as a guest in the assigned school and support school policies and personnel. All school rules and regulations are to be followed.
2. Consider Clinical Experience/Student Teaching as a full-time job. This includes being responsible for the entire class, plus any out-of-class responsibilities assigned to the mentor teacher.
3. Attend any conferences with the mentor teacher and/or university supervisor.
4. Observe the standards of dress and grooming adopted by the professional staff in the school district and NWOSU. Adherence to professional ethics is to be maintained throughout the Clinical Experience and professional career.
5. Exemplify professionalism in dealing with confidential information. This includes not releasing or disclosing information about students without proper authorization (e.g., not

allowing students to grade other student's work, nor students or teacher announcing a grade in front of other students, or mentor teachers discussing a classmate to another student's parent).

6. Assume responsibility for the quality of the experience, explore new involvement possibilities, ask for new assignments or responsibilities, and be actively involved in personal teaching analysis and reflection.
7. Take part in out-of-class activities such as PTA or PTO, faculty and professional meetings, routine teaching, and non-teaching tasks.
8. Reflect the seriousness of this responsibility by daily attendance and preparation. This includes informing the mentor teacher of any unexpected absences. Be sure to exchange phone numbers so that contacts can be made after school hours if necessary. It is the responsibility of the candidate to make up absences at the end of the Clinical Experience.
9. Learn the names of the students in assigned classes as well as the relevant staff members in the school.
10. Observe the instructional strategies of the mentor teacher and classroom management techniques employed.
11. Communicate with the university supervisor about visitation times, personal progress, and problems if they arise.
12. Discuss lesson plans with the mentor teacher at scheduled times before the lesson begins.
13. Be continually involved in the self-evaluation process. This includes examining the goals and objectives of each instructional activity, soliciting feedback of personal strengths, and suggestions for improvement.
14. Complete the *Student Teacher Evaluation Form* at the end of the Clinical Experience and submit to the Director of Student Teaching.
15. Start a planning notebook which includes all lesson plans. (Continuously update)

Role of the University Supervisor

The university supervisor schedules regular meetings with the candidate and is to provide a written evaluation of the observations. In the conferences, the candidate and the supervisor discuss planning activities, learning strategies, discipline techniques, and concerns, as well as candidate's strengths, areas for improvement, or additional questions or ideas.

There will be four visitations from the university supervisor(s) for all candidates (P-12, secondary, elementary, early childhood, and special education). There will be a minimum of two (2) visits by a university supervisor with P-12 experience and two (2) visits by a university supervisor with content expertise. Having evaluations by a minimum of two (2) different university supervisors will allow for interrater reliability. **The supervising teacher or mentor teacher may request an additional visit during Phase IV to accurately evaluate the candidate's progress. If needed, the supervisor may also delegate another member of the content area department to observe and complete an evaluation form for substantiated assessment and contribute to certification recommendations.**

The university faculty supervisor is expected to:

1. Consult with the mentor teacher regarding the candidate under his/her direction early in the semester and if possible after each observation of the candidate.
2. Make sufficient visits to ensure adequate supervision and evaluation.
3. Be available to consult with the mentor teacher.
4. Provide feedback and constructive critiques about the candidate's instruction, organization and management, interactions with others, assessments, and professionalism.
5. Complete candidate evaluation report.
6. At any time, discuss any problems or challenges with the Director of Student Teaching.

Role of Director of Student Teaching

The Director of Student Teaching is responsible for candidate placement and supervision. The director's responsibilities include the following:

1. Collaborate with the administrator to place each candidate with a qualified mentor teacher.
2. Contact university personnel in other states to arrange courtesy supervision agreements for an out-of-area, out-of-state, candidate placement.
3. Recruit, assign, supervise, and evaluate university supervisors.
4. Plan and conduct clinical practice seminars.
5. Follow policies and procedures in the Teacher Education Handbook.
6. Coordinate all training sessions for education and content area supervisors and mentor teachers.
7. Manage the Clinical Experience to ensure:
 - a. Timely placement of candidates.
 - b. Maintenance of adequate Clinical Experiences.
 - c. Appropriate supervision of candidates.
8. Assign final grades based on recommendations from mentor teachers and university supervisors.
9. Assess the appropriateness of each candidate placement and university/academic supervisor assignment during the student teaching semester and determine if and when a change is necessary.
10. Counsel candidates, administrators, teachers, and university faculty to ensure a productive and positive Clinical Experience.

Procedures for Resolving Problems

Initial Stages in Problem-Solving Process

Many problems that may arise between the mentor teacher and the candidate are resolved through daily conferences. If a candidate is not progressing as expected, the university supervisor is consulted and plans made to support the candidate appropriately. Through early identification

of problems and proper intervention, a candidate is often able to overcome difficulties and develop the skills needed to succeed. The following process should be followed if the problem cannot be resolved. Either the candidate or the mentor teacher is to:

1. Develop a plan to resolve the problems.
2. Have a conference with the university supervisor to discuss the issues.
3. Communicate the plan to the principal and all involved parties.
4. Implement the plan and document progress.

* If other problems arise between visits, the candidate and/or mentor teacher is to contact the university supervisor immediately or, the Director of Student Teaching.

Procedures for Reassignment

If the problem continues, the principal and the university supervisor confer with input from the mentor teacher to determine the next steps. After this meeting, one of the following alternatives will be initiated:

1. The candidate is removed from the assignment and reassigned within the school or the school system.
2. The candidate is removed from Clinical Experience in that school system.
3. The university supervisor may reprimand a candidate for poor performance or unprofessional behavior.

A plan will be developed to improve the behavior of the candidate. The plan must be signed and dated by the candidate, mentor teacher, and the university supervisor. Removal will follow if the candidate fails to demonstrate improvement as stipulated in the written plan.

Due Process

If the candidate is not satisfied with the decision of the university supervisor and clinical educator, an appeal may be submitted to the Teacher Education Committee. The following procedures ensure a candidate's right to due process is protected:

1. The principal may remove a candidate when, in the opinion of the administrator and the mentor teacher, the candidate's performance is unsatisfactory. The administrator will notify the Director of Student Teaching immediately and provide a written summary of those specific circumstances which led to the recommendation.
2. The final decision for removal will be made by the Director of Student Teaching who, in conjunction with the university supervisor, will provide a written report to all parties. The Director of Student Teaching will assign the candidate a grade based on reason(s) for removal.

Evaluation of the Candidate

The candidate's observations are the essential elements in the evaluation process. The purpose of these reports is to provide the candidate with feedback about progress during the Clinical Experience. If the university supervisor and the mentor teacher identify areas of concern, a plan will be developed and monitored for improvement and re-evaluation.

There will be four visitations from the university supervisor(s) for all candidates (P-12, secondary, elementary, early childhood, and special education). A minimum of two (2) visits by a university supervisor with P-12 experience and two (2) visits by a university supervisor with content expertise. Having evaluations by a minimum of two (2) different university supervisors will allow for interrater reliability.

P-12 experience is defined as holding certification and having classroom experience in the applicable area.

Insurance

Health and Accident Insurance: Candidates must provide their own health and accident insurance. NWOSU encourages all candidates to carry personal insurance policies that provide protection in the event of personal injury and damage to or theft of personal possessions. Candidates are to ensure personal health insurance is in effect and will cover them.

Liability Insurance: Candidates are encouraged to apply for membership to one of the many professional organizations that provide liability insurance for candidates. This insurance offers protection for candidates as they participate in the P-12 schools during early and ongoing practice opportunities, pre-service field experiences, or Clinical Experiences. This coverage is meant to include only those situations in which candidates are performing duties related to the professional training placement.

P-12 School Regulations

During Clinical Experiences, candidates are expected to act by all local school regulations governing pupils and professional personnel in the school to which they are assigned. Candidates are required to check into and out of P-12 schools during Clinical Experiences. They must arrange to obtain a visitor's pass or whatever is required at that particular school. As representatives of NWOSU and the School of Education, all candidates are required to dress professionally and to follow dress codes of the school in which they are placed. At the beginning of the placement, candidates should ask their mentor teacher(s) or principal for a copy of local rules and regulations. Candidates are required to comply with university and school regulations at all times. Failure to follow regulations can result in removal from a Clinical Experience.

Substitute Teaching- Clinical Experience III/Student Teaching

Substitute teaching during the Clinical Experience will **not** occur except in unavoidable circumstances. Candidates are not, under any circumstances, to request payment for time spent completing student teaching or substituting during the school placement. It is inappropriate for candidates to be employed and compensated as substitutes while actively involved in a learning experience that is being evaluated as part of a teacher preparation program.

Certification Background Investigations

Background checks are a necessary component for Oklahoma educators, district personnel, and school support staff. These background checks are based on fingerprints processed through the Oklahoma State Bureau of Investigation and the Federal Bureau of Investigation. See SDE

website for more information. <http://sde.ok.gov/sde/faqs/fingerprintbackground-checks-information>

Application for Certification

Teacher certification in Oklahoma is issued by the Oklahoma State Department of Education (SDE) upon the recommendation of an approved EPP. To obtain a certificate in the state of Oklahoma, candidates must complete the online application for initial certification. With the application, payment to the Oklahoma State Department of Education is sent for application processing. Candidates are encouraged to complete fingerprinting and background check during the final semester. Certification will not be considered by the Oklahoma State Department of Education until a candidate's program is completed, all certification exams are successfully passed, fingerprinting and the background check are completed. See SDE website for more information. <http://sde.ok.gov/sde/traditional-path-oklahoma-teacher-certification>

Steps to Certification

1. Graduate from accredited EPP.
2. Completion of an approved Teacher Education Program
3. Successfully passed OGET, OSAT, and PPAT.
4. Set up an account with SDE and pay a fee.
5. Fingerprinting and Background Check.
6. Cleared through Oklahoma Tax Commission.

Appendix

A. Standards/ Course Correlation

InTASC Standards	2010 Educational Seminar	2013 Child/Adolescent Psychology	2103 Foundations of Education	3113 Students with Exceptionalities	3322 Educational Psychology	4122 Classroom Management & Behavior Intervention I	4221 Educational Technology	4231 Assessment Design	4320 Classroom Organization	3913 Principles & Methods of Teaching (secondary majors) 4582 EC Apprenticeship (EC Majors) 4252 Instructional Leadership (LEEM)	4131 Classroom Management & Behavior Intervention II	4332 Assessment & Evaluation Applications	4821 Multicultural Education	4960 Clinical Experience III: Clinical Practice Experience
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.		X										X		X
2. Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards			X									X	X	
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				X	X						X	X		
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 the discipline accessible and meaningful for learners to assure mastery of the content.										X		X		X
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.					X					X		X		X
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.								X				X		
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.										X		X		X
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.							X			X		X		X
9. Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.									X		X	X		

<p>10. Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>									X		X	X	X	X	X
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B. Transition Point Checklist

Student Name: _____ **Student ID:** _____ **Major:** _____

The professional folder is checked at each **Transition Point** to ensure the candidate has completed the requirements satisfactorily to continue to move forward in the Teacher Education program.

Transition Point I	Completed	Enrolled in Currently	Not Completed
Transcript RGPA 2.5			
Field Experience Forms			
Disposition Form (1 st - Self)			
Disposition Form (2 nd - Faculty)			
OGET Score or ACT of 22 or better with Writing			
<i>Course Name</i>			
• EDUC 2013 Child & Adolescent Psychology			
• EDUC 2103 Foundations of Education			
Transition Point II	Completed	Enrolled in currently	Not completed
Transcript RGPA 2.5			
Field Experience Forms			
Disposition Forms (3 rd)			
OSAT Score(s)			
Transition Point I			
<i>Course Name</i>			
➤ EDUC 3113 Students with Exceptionalities			
➤ EDUC 4122 Classroom Mgmt. & Behavior Intervention I			
➤ EDUC 3322 Educational Psychology			
➤ EDUC 3422 Teaching Reading in the Content Area (secondary)			
➤ EDUC 3913 Principles & Methods of Teaching			
➤ EDUC 4211 Classroom Management & Behavior Intervention I			
➤ EDUC 4221 Educational Technology			
➤ EDUC 4231 Assessment Design			
➤ EDUC 4320 Classroom Organization			
➤ EDUC 4332 Assessment & Evaluation Applications			
Transition Point III	Completed	Not Completed	
Transcript RGPA 2.5- showing course work completed			
Transition Point I			
Transition Point II			
<i>Course Name</i>			
➤ EDUC 4131 Classroom Management & Behavior Intervention II			
➤ EDUC 4821 Multicultural Education			
➤ EDUC 4960 Clinical Experience III: Student Teaching			

Signature certifies Professional Folder has been reviewed, and the candidate is approved to proceed to the next transition point.

Comments:

Signature: _____

Date: _____

C. Disposition Assessment Instructions

EVALUATION OF DISPOSITIONS OF UNDERGRADUATE TEACHER CANDIDATES

NORTHWESTERN OKLAHOMA STATE UNIVERSITY

All evaluations of the Teacher Education Candidate's Disposition Forms are given equal consideration.

Only Faculty in which the teacher candidate is currently enrolled may complete disposition evaluations at Transition Points. If the current faculty members have previously completed a disposition evaluation, then the teacher candidate may go back one (1) semester.

The first Disposition Evaluation is a self-evaluation during EDUC 2103 Foundations of Education. The second Disposition Evaluation is completed by a faculty member of the teacher candidate's choice. After completing the disposition assessment, the faculty member will submit electronically. The first and second Disposition Evaluations coincide with **Transition Point I**. This disposition assessment will be viewed by the Teacher Education Interview Committee.

The third Disposition Evaluation is completed by a faculty member of the teacher candidate's choice. After completing the disposition evaluation, the faculty member will submit electronically. The third Disposition Evaluation will be part of **Transition Point II**.

The fourth Disposition Evaluation occurs during the Clinical Experience III: Student Teaching/Professional Semester. It is completed by the cooperating teacher. (Data from the fourth disposition will be used for program improvement purposes only and will be kept confidential and is submitted electronically.) This coincides with **Transition Point III**.

Additional Disposition Evaluations may occur at any time during a teacher candidate's education program. A transfer student who has already completed a comparable introductory education course at another institution will complete the required disposition evaluations at the time of submission of **Transition Point I**.

Data is collected and recorded for each teacher candidate, including the semester, year, and program.

PLAN OF IMPROVEMENT

Criteria

Step One: If a teacher candidate scores an **Unacceptable (1)** in any element in a category, a consultation with the faculty evaluator will occur. (Form should be printed, signed by both parties and dated and placed in the Teacher Candidate's file in the Education office)

Step Two: If the candidate receives **four Unacceptable (1)** scores in one disposition evaluation or all disposition evaluations combined, then he/she will write a plan of improvement to be submitted to the Associate Dean of the Education. Consultation(s) will occur to consider the appropriateness for the candidate to remain in the education field or to examine another career choice for the individual. A follow-up disposition evaluation will be conducted at the end of the semester. A candidate may be dismissed from the program if his/her dispositions are not compatible with the dispositions required for an effective teacher. If dismissal from the program is warranted, a formal letter will be sent to the candidate, and a copy filed in their education folder maintained in the Education Office (EC205).

D. Disposition Evaluation

Candidate Name (First, Last) _____

Student Id # _____

Evaluator Name (First, Last) _____

Date _____

Evaluators Position: (Check one)

Candidate (Self-Evaluation)

Mentor Teacher

Faculty

Transition Point: (Check one)

Transition Point I (self-evaluation)

Transition Point II Current Faculty Member
different than (1)

Transition Point I Current Faculty Member

Transition Point III Mentor teacher

Program: (Check one)

Agriculture

Science: Biology

Early Childhood

Science: Chemistry

Elementary

Science: Physics

English

Special Education

Health and Sports Science

Social Science

Math

Early Childhood/Elementary

Music: Instrumental

Early Childhood/ Special Education

Music: Vocal

Elementary/ Special Education

Use the following to evaluate the teacher candidate disposition:

Use Target - 3 for **outstanding dispositions**. You may also use N/O (Not Observed) if the disposition was not observed or there were no opportunities for exhibiting a particular disposition.

If a score is Unacceptable- 1 you must provide a narrative on the (a) perceived barriers to the candidate's professional progress and (b) attributes that may help enhance the candidate's professional progress.

Category	Target- 3	Acceptable- 2	Unacceptable- 1	N/O- 0
Disposition	There is evidence of exceeding the expectation of understanding and commitment to disposition.	There is evidence of meeting the expectation of disposition.	There is evidence of limited understanding and/or commitment to disposition. Is not meeting expectations.	You may also use N/O if the disposition was not observed or there were no opportunities for exhibiting a particular disposition

Please mark to the right of the descriptor the specific dispositional deficiency(ies) with an X.

I. Demonstrates professionalism when working with others:

Category (InTASC 9)	Target	Acceptable	Unacceptable	N/O
Evaluates the effects of his/her choices and actions on others and modifies those actions when needed				
Treats others with respect				
Adheres to academic policies				
Contributes to creating an atmosphere of professionalism in the classroom				
Maintains discretion with information regarding individuals				
Demonstrates and practices ethical standards				
Avoids inappropriate conversations				
Takes advantage of professional opportunities				
Is flexible				
Participates in professional organizations				
Section Comments:				

II. Demonstrates an understanding of self:

Category (InTASC 9)	Target	Acceptable	Unacceptable	N/O
Recognizes own weaknesses and seeks support				
Accepts constructive criticism				
Takes responsibility for own actions				
Willing to consider other points of view				
Respectful when disagreeing				
Engages in self-evaluation and reflection				
Section Comments:				

III. Demonstrates initiative:

Category (InTASC 9)	Target	Acceptable	Unacceptable	N/O
Demonstrates commitment and enthusiasm for teaching and learning				
Puts forth best efforts on assignments				
Goes beyond minimum expectations				

Section Comments:

IV. Demonstrates an understanding of diversity:

Category (InTASC 1, 2, 3, 9 & 10)	Target	Acceptable	Unacceptable	N/O
Demonstrates an understanding of child development (<i>InTASC 1</i>)				
Demonstrates a commitment to understanding and teaching diverse groups (e.g., race, ethnicity, ability, gender identity, gender expressing, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (<i>InTASC 2</i>)				
Demonstrates an understanding of collaboration with students to create a positive, safe learning environment (<i>InTASC 10</i>)				
Demonstrates an awareness of family and community dynamics impact on education (<i>InTASC 10</i>)				
Plans activities to promote acceptance and awareness of individuals (e.g., personality, interests, learning modalities, and life experiences) (<i>InTASC 2</i>)				
Section Comments:				

V. Demonstrates effective communication and professionalism skills:

Category (InTASC 10)	Target	Acceptable	Unacceptable	N/O
Uses effective oral communication				
Uses effective communication in writing: including proper grammar, spelling, and punctuation				
Utilizes effective communication of ideas in presentations				
Turns in assignments on time				
Attends class prepared				
Responds to emails/correspondence/phone calls within 24 to 48 hours				
Maintains professional boundaries with students, colleagues, and faculty				
Section comments:				

VI. Demonstrates professional appearance:

Category (InTASC 9)	Target	Acceptable	Unacceptable	N/O
Demonstrates clean personal habits and hygiene				
Dresses clean, neat and is in professional attire while in a public school setting.				
Section Comments: 				

If not submitted electronically, signatures needed: *(Signatures only acknowledge the form has been reviewed with the teacher candidate. It does not signify agreement)*

Candidate: _____ **Date:** _____

Evaluator: _____ **Date:** _____

E. Release Form for the use of photos, videos and student work

Dear Parent/Guardian:

I am a Northwestern Oklahoma State University candidate. As part of program requirements, I am involved in-field experience in your child's classroom.

To show evidence of my competence and professional growth, I may use photos, recordings, and/or classwork from this classroom experience. The photographs and recordings would only be used to demonstrate my growth and progress. It does not focus on students in this classroom.

All materials will be kept confidential and only be used as part of the required signature assessments. The signature assessments will be reviewed by faculty at NWOSU, by the Oklahoma State Office of Educational Quality and Accountability, national, or state review teams for the purposes of accreditation.

Sincerely,

Candidate Name: _____

School/Teacher: _____

As a parent or guardian, of the above-named student:

- I give my permission to include a duplicate of my child's work, image in a photograph or on a video. **No student name will appear with any materials that are submitted.**
- I do not give permission for this information about my child to be used for signature assessment documentation.

Signature of parent/guardian: _____

Date _____

F. Plan of Improvement Form

If any portion of the professional folder at Transition Point III earns a rating of unacceptable, a Plan of Improvement will be implemented.

Candidate's Name _____

Today's Date _____

Date/Time/Place for Follow-up

Assessment _____

(This date will be between one to four weeks, following the initial evaluation.)

Area Requiring Improvement Suggestions for Improvement

Committee Chair Signature _____

Teacher Candidate's Signature _____

(Candidate's signature reflects reception of this document, but not necessarily agreement with it.)

FOLLOW-UP ASSESSMENT

Committee Chair Signature/Date _____

Candidate's Signature/Date _____

One copy to candidate, one copy to candidate's file in Teacher Education Office, one copy to candidate's committee chair.

G. Lesson Plan Template

LESSON PLAN

Subject/Grade _____ Initials _____ Date _____

- I. **P-12 Standards:**

 - II. **Learning Goals:**

 - III. **Assessment of Student Achievement:**

 - IV. **Resources:** (Materials, Technology, References)

 - V. **Vocabulary:**

 - VI. **Planning and Instructional Procedures:**
 - A. **Introduction/Motivation: Time** _____

 - B. **Exploration/ Demonstration/Explanation of Concepts: Time** _____

 - C. **Guided Individual or Cooperative Involvement: Time** _____

 - D. **Closure: Time** _____

 - VII. **Differentiation for Student Diversity and Individual Needs:**
-

VIII. Reflective Evaluation of Lesson (Teacher Candidate):

Lesson Plan Description

- I. **P-12 Standards:**
 - Lesson plans are aligned with P-12 state academic standards.
 - Standards are found on the Oklahoma State Department website: <http://sde.ok.gov/sde/oklahoma-academic-standards> (InTASC 1)(CAEP 1.4)
- II. **Learning goals:**
 - Lesson goals must be aligned with P-12 state academic standards, they must be measurable, and they must be assessed. (InTASC 7)
- III. **Assessment of Learning Goals:**
 - Candidate provides an assessment that measures the learning goals listed in II. The assessment (pre-assessment, formative, or summative) needs to be able to provide data that measures student achievement of the learning goals; it needs to guide instruction, and feedback for the assessment must be given to students. The assessment must be accompanied by a grading scale and/or rubric.
 - Assessments may take the form of conferences, journals, designing projects (individually or in groups), oral discussions, checklists, individual or team interviews, oral presentations, descriptive reports, writing prompts, self-assessments, role-playing, surveys, charts, plays, and tests, etc. (InTASC 6)
- IV. **Resources:**
 - All resources used in planning the lesson must be referenced.
 - a. **Materials, References:** List all materials used and reference resources.
 - b. **Technology:** Document all types of technology used to enhance a lesson. (the application of electronic and other media to facilitate (1) development,
 - c. delivery, and assessment of instruction, (2) problem solving, (3) personal and
 - d. professional productivity, (4) the administration of programs, and (5) access to and the exchange of information.) (InTASC 9) (CAEP 1.5)

V. **Vocabulary:**

- List and define all vocabulary introduced. Vocabulary should be integrated into the lesson as words become applicable and addressed several times as the candidate or students apply them in models, demonstrations, illustrations, etc. **(InTASC 4)**

VI. **Planning and Instruction Procedures:**

- a. **Introduction/Motivation:** Creates anticipation and enthusiasm for the lesson to be taught by capturing student attention in creative ways. Motivation may take the form of brainstorming, an open-ended question, discussion, exploration, pictures, problem-solving activities, objects to manipulate, children’s literature, a video, etc. Motivating techniques create student desire to be involved in learning. As the candidate guides participation in these activities, he/she is engaged in the evaluation of prior knowledge. **(InTASC 3)**
- b. **Exploration/ Demonstration/Explanation of Concepts:** The lesson concepts are modeled and explained by the candidate through an explanation that incorporates demonstration with the use of experiments, the manipulation of objects, plays, technology, etc. This demonstration may be followed by an opportunity for students to explore hands-on materials as a way of discovering concepts and skills or by reinforcing those already learned. This section should include a sequential list, an elaboration of the variety of teaching activities, and candidate-directed questions that initiate an understanding of the concept or skill. **(InTASC 4)**
- c. **Guided Individual or Cooperative Involvement:** Activities for student involvement should apply, extend, or enrich the concepts presented. Through these activities, the students may practice skills and concept acquisition. Students may work as individuals or in small, cooperative groups as is appropriate for the activity. Activities may include experiments, games, problem-solving, projects, integration of subject matter, discussion questions, research, worksheets, etc. As the candidate monitors activity participation, he/she is assessing student understanding. Based on this assessment, the candidate can evaluate the need for re-teaching for individuals or groups, and determine whether to extend or provide enrichment activities, as well as make other curricular decisions. **(InTASC 5)**

- d. **Closure:** Lesson is brought to a close by the use of developmentally-appropriate activities, including guiding questions or grand discussions of student experience and learning during the lesson. Closing activities should allow the candidate to informally assess whether learning goals have been met. **(InTASC 4)**

VII. Differentiation for Student Diversity and Individual Needs:

- Student diversity and individual needs are identified in the classroom. Candidate has designed a plan to meet the individual needs of each of the identified student to ensure individual success. **(InTASC 2)**

VIII. Reflective Evaluation of Lesson (Candidate):

- Upon lesson closure, the candidate reflects upon the lesson format and content with regard to its level of difficulty, student enjoyment, time management, and the interpersonal relationships that affected the lesson positively or negatively.
- The candidate should address the following questions in the reflection: **(InTASC 9)**
 - What were the successful aspects of the lesson plan?
 - How was student engagement, discussion, collaboration, etc.?
 - What were the instructional challenges of the lessons?
 - Were the learning goals measured in the assessment? What instructional decisions and student feedback could be made because of the assessment? Does the data provide evidence of student achievement? **(InTASC 6)**
 - What would be done differently if the lesson were taught again? (lesson sequence, effectiveness, management, timing) **(CAEP 1.2)**
 - Did the use of technology engage and improve P-12 learning experiences and enrich professional practice? **(CAEP1.5)**
 - What area of content pedagogical knowledge do you feel you need additional development? **(CAEP 1.2)**

Rubric for Lesson Plan	Target (5 pts)	Acceptable (4 pts)	Unacceptable (1 pt.)
------------------------	----------------	--------------------	----------------------

<p>I. P-12 Academic standards: (InTASC 1) (5 pts)</p>	<p>Subject matter content is aligned with P-12 academic standards and is appropriate for grade level lesson plans.</p>	<p>Subject matter content is accurate and appropriate for grade level, but it is not aligned with P-12 standards.</p>	<p>Partial or inaccurate understanding of objectives and/or grade level appropriateness.</p>
<p>II. Learning Goals: (InTASC 7) (5 pts)</p>	<p>Learning goals are aligned with P-12 standards, are measurable, and are appropriate for grade level.</p>	<p>Learning goals are measurable and appropriate for grade level.</p>	<p>Learning goals are not measurable.</p>
<p>III. Assessment of Learning Goals (InTASC 6) (20 pts)</p>	<p>Formal and/or informal assessment(s) are aligned with ALL learning goals and instruction and a grading scale and/or rubrics are provided.</p>	<p>Formal assessment is aligned with some learning goals and instruction and a grading scale and/or rubrics are provided.</p>	<p>Partial or no evidence of assessment that is congruent with learning goals and instruction.</p>
<p>IV. Resources: A. Materials & References (InTASC 7) (5 pts)</p>	<p>A detailed list of materials needed for the lesson is included in plans.</p> <ul style="list-style-type: none"> - References documented 	<p>A vague list of materials needed for the lesson is included in plans.</p> <ul style="list-style-type: none"> - References documented 	<p>A partial or inaccurate list of materials is included in plans.</p> <ul style="list-style-type: none"> - No references listed
<p>IV. Resources: B. Technology (InTASC 8) (CAEP 1.5) (5pts)</p>	<p>Technology is used to enhance student learning and engagement.</p>	<p>Technology is used.</p>	<p>Technology is not used in this lesson.</p>
<p>V. Vocabulary (InTASC4) (5pts)</p>	<p>A detailed list of appropriate vocabulary terms with definitions are included for plans.</p>	<p>A generic list of vocabulary words is included with the lesson.</p>	<p>Partial or inaccurate vocabulary is listed.</p>

<p>VI. Planning and Instructional Procedures: A. Introduction / Motivation (InTASC 3)(5pts)</p>	<p>Introduction is based on the content of the lesson to create anticipation and enthusiasm for the lesson content.</p>	<p>Introductions are used to create motivation and enthusiasm for lesson content.</p>	<p>Partial or no evidence of creating motivation.</p>
<p>VI. Planning and Instructional Procedures: B. Exploration / Demonstration / Explanation of Concepts (InTASC 4) (10pts)</p>	<p>Plans include a sequential order of introducing content, as well as a variety of teaching activities and teacher-directed questions that use academic language and are used for initiating an understanding of the concept or skill. Plan includes real world applications.</p>	<p>Plans include a sequential order to best introduce the content. Academic language is used along with a variety of teaching activities and teacher-directed questions that are used for initiating an understanding of the concept or skill.</p>	<p>Partial or no evidence of activities/questions to initiate understanding.</p>
<p>VI. Planning and Instructional Procedures: C. Guided Individual / Independent / Cooperative Involvement (InTASC 5)(10 pts)</p>	<p>Activities for working individually or in small groups are provided, and they extend and reinforce the content taught. The teacher makes curricular decisions based on his/her evaluation of the activity.</p>	<p>Activities for working individually or in small groups are provided to apply, extend, or enrich the concepts taught. Partial evidence that the teacher makes curricular decisions based on his/her evaluation of activity.</p>	<p>Partial or no evidence of activities for student involvement.</p>

<p>VI. Planning and Instructional Procedures: Closure (InTASC 4) (5pts)</p>	<p>Lesson closure is initiated using developmentally appropriate activities, academic vocabulary or questioning. Activities should allow candidate to informally assess learning and/or clarify any misconceptions.</p>	<p>Lesson closure is initiated using developmentally appropriate activities, questioning. Activities should allow candidate to informally assess learning.</p>	<p>Lesson closure included teacher summary only, no participation and/or discussion by students Partial or no evidence of lesson drawn to close.</p>
<p>VII. Differentiation for Student Diversity and Individual Needs (InTASC 2) (10pts)</p>	<p>Instruction is individualized and differentiated based on needs of ALL STUDENTS. All students are included in instruction and activities. Specific changes are made for individual students to enhance learning.</p>	<p>Instruction is individualized and differentiated based on needs of ALL STUDENTS.</p>	<p>Partial or no evidence of differentiation is made to address the needs of students.</p>
<p>VIII. Reflective Evaluation of Lesson (InTASC 9) (15 pts)</p>	<p>Reflection considers lesson format and content with regard to its level of difficulty, enjoyment, time management, and the interpersonal relationships that affected the lesson positively or negatively. Candidate provides specific examples.</p>	<p>Reflection considers the lesson format and content with regard to its level of difficulty, enjoyment, time management, and the interpersonal relationships that affected the lesson positively or negatively.</p>	<p>Partial or no evidence of reflection of lesson.</p>

H. Entrance Interview Application

**ADMISSION INTERVIEW APPLICATION
FOR TEACHER EDUCATION
NORTHWESTERN OKLAHOMA STATE UNIVERSITY**

NAME _____

PHONE _____

DATE _____

E-MAIL _____

STUDENT ID _____

SITE PREFERENCE: ENID

ALVA

Please provide a paper copy of the following:

- ✓ Up-to-date transcript
- ✓ Copy of passing OGET Score

To INTERVIEW, candidates must have the following requirements:
(verified in official Teacher Education folder by university personnel)

1. At least 30 hours completed (transcript)
2. A Retention Graduation GPA of 2.50 or higher (transcript)
3. A passing OGET score (copy of official OGET)
4. A grade of “A” or “B” in Comp I or II and *or Intermediate* & Comp. (Transcript)
5. Successfully complete Benchmark 1 (if in Portfolio)

To be **ADMITTED**, in addition to meeting the requirements above, candidates must also:

7. Successfully complete Transition 1.
8. Successfully complete the Teacher Education Interview

I have reviewed the requirements above and understand that all must be completed to for admission to the NWOSU Teacher Education Program.

Signature of Teacher Candidate

Date

ABOUT THE TEACHER EDUCATION INTERVIEW

The requirements are organized in a step by step process so that a sufficient amount of information is gathered about each candidate. The review committee uses this information to make a valid evaluation during the Teacher Education Interview. Candidates are eligible to sign up for the interview only if they **meet ALL criteria 1-5** listed above. NOTE: The GPA, the total hours completed, and the English requirement is taken from the candidate’s transcript. If the student has completed a bachelor’s degree, their English grade still must be an “A” or “B” in one of the Grammar and Comp courses.

FOR OFFICE USE ONLY

Committee Members

Approved for Interview _____
(Date)

Committee _____ Date _____ Time _____

J. Clinical Experience III: Student Teaching/Professional Semester Application

FALL

SPRING

ALL the following standards must be met for admission to the Professional Semester.

- Admitted to the Teacher Education Program
- All courses **completed** prior to enrolling in student teaching semester
- Major GPA (2.50) Professional Education GPA (2.50) Ret/Grad GPA (2.50)
- Foreign Language Proficiency Passing score on Reading Test (SPED)
- Completion of Benchmarks or Transition Points (prior to enrollment)
- Current Background Check (instructions are on the Division of Education web page)

All course work for degree/certification (including arranged classes, removal of Incompletes, transcripts from other universities) MUST BE COMPLETED, and the grade verified BEFORE the beginning of the Professional Semester. Maintain communication with the Director of Student Teaching and the Director of Teacher Education.

****NOTE** Enrollment needs to be signed by your advisor AND the Director of Student Teaching or the Chair of the Division of Education.**

Declaration: *I have read the "Policy on Placement" (page 3) and the above requirements. I understand that Student Teaching school experiences will begin when all documentation is submitted, and all requirements are met. Any extenuating circumstances must be submitted as an appeal to the Teacher Education Committee prior to the start of the student teaching semester. Please sign and keep a copy for your files.*

Student's Signature: _____ Date: _____

1st Degree Major: _____ 2nd degree Major: _____

Signature: _____ Date: _____
(Director of Student Teaching or Division of Education Chair)

- **Attach:**
- Current Unofficial Transcript
 - Current Degree Audit
 - Résumé
 - Field Experience Summary Chart (diversity and school)

Program Information

1st Degree Major _____ **2nd Degree Major** _____

Please list any information that would be helpful concerning your placement as a Student Teacher:

Northwestern Oklahoma State University Division of Education

Policies and Procedures Regarding Placement of Teacher Candidates

The Teacher Education Committee of Northwestern Oklahoma State University has adopted the following policies to provide the most successful and productive internship possible for all involved. These policies are in effect unless special permission is granted through the appeal process of the Teacher Education Committee.

1. Candidates are placed in classrooms within a 150-mile radius of the main campus in Alva.
2. Candidates may not be enrolled in any other classes during the Professional Semester.
3. Candidates will follow the calendar of the host school, for example, observing holidays, teacher meetings, etc.
4. Candidates are not to replace regular certified teachers as a substitute in the classroom. If emergencies arise, the Director of Student Teaching should be contacted.
5. Candidates are afforded a maximum of three (3) days of absence to be used only for family-related emergencies or illness.
6. Candidates are not allowed to fulfill a Clinical Experience III in the school of his/her "home-town" district.
7. Candidates are not allowed to complete all Clinical Experiences in the same school district.
8. Candidates are not allowed to fulfill a Clinical Experience with a person who may pose a conflict of interest, i.e., family member or friend in a supervisory position.
9. Candidates are not allowed to fulfill a Clinical Experience where his or her own child would be under the candidate's supervision.
10. Only one candidate per mentor teacher per semester is allowed.
11. Candidates are not to be employed by the school district during the time the Clinical Experience is taking place.
12. Candidates must meet all diversity requirements with field experiences throughout the program.
13. Candidates must provide his/her own liability insurance.

K. Castlebranch Background Check



Order instructions for:

Northwestern Oklahoma State University - Education and CastleBranch – one of the top ten background screening and compliance management companies in the nation – have partnered to make your onboarding process as easy as possible. Here, you will begin the process of establishing an account and starting your order. Along the way, you will find more detailed instructions on how to complete the specific information requested by your organization. Once the requirements have been fulfilled, the results will be submitted on your behalf.

1. Go to <https://portal.castlebranch.com/nb88>
2. Select: **Package selection**
3. Click on the + sign next to **Please Select**
4. Choose either: NB88: Background Check (39.00)
NB88re: Background Check (recheck) (17.00)
5. Follow the directions listed on the page.

Order Summary

- Payment Information
- Your payment options include Visa, MasterCard, Discover, Debit, electronic check, and money orders. Note: Use of electronic check or money order will delay order processing until payment is received.

Accessing Your Account

To access your account, log in using the email address you provided and the password you created during order placement. Your administrator will have their own secure portal to view your compliance status and results. **(SAVE THIS INFORMATION)**

Contact Us

For additional assistance, please contact the Service Desk at 888-723-4263 or visit <https://mycb.castlebranch.com/help> for further information.

Glossary

Academic Content Language - Abstract concepts, ideas, and higher-order thinking processes associated with a specific content area or discipline. Vocabulary, grammar, instruction, and assessment strategies are used to highlight the particular language of the content area or discipline and are used in the classroom, in curricular materials, and in presentations.

Adaptations - The changes made by a teacher candidate to a lesson or assessment components, usually to the lesson or test form, that allows students to participate in the lesson or the assessment. For example, adaptations can include the use of different or additional resources, assistance from another student or adult or additional time.

Adequate Yearly Progress (AYP) - The federal No Child Left Behind Act of 2001 (NCLB) requires all schools, districts/local education agencies, and states to show that students are making Adequate Yearly Progress (AYP). The law requires a set target for all students and student subgroups to meet in a progressive nature that is intended to result in all students scoring at or above the proficient level on the state's assessment.

Analysis - Examination of the parts of a process or a product to determine their relationships. A response that is grounded in evidence and deals with reasons, rationales, and interpretations of data and information.

Artifact - A document used or produced by a teacher candidate when planning instruction, during instruction, or as part of an assessment that will help raters better understand the activity featured in the task. Artifacts might include, but are not limited to, student work, a lesson plan, a unit plan, an assessment instrument, a rubric, task directions, assessment directions, photographs, etc.

Assessment - A process of observing, monitoring, measuring, analyzing, evaluating, documenting, and reflecting for the purpose of adjusting teaching to impact learning, resulting in improved performance.

Formative assessment - A process for gathering evidence of student learning where that evidence is actually used to adapt the teaching to meet the learning needs.

Summative assessment - A process for evaluating student learning at the culmination of a specific body of learning or a given period of time to determine whether the intended learning goals have been met.

Formal assessment - A process for gathering evidence of student learning to make general instructional decisions using a standardized, published test or instrument that includes specific procedures for administration and interpretation.

Informal assessment - A process for gathering evidence of student learning to make general instructional decisions using casual, informal techniques that do not require specified procedures for administration and interpretation.

Assessment technique - Methods of eliciting evidence of intended student learning.

Assessment tool - An instrument used to measure intended student learning formally or informally.

Baseline data - Initial data used to monitor changes or the improvement in an individual or group performance.

Behavior management - The structure and organization of a classroom, including the procedures, rules, and expectations that create a positive learning environment and allow the teacher candidate to best meet the needs of all students.

Council for Accreditation of Educator Preparation (CAEP) - A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013.

Candidate – An individual engaged in the preparation of process for professional educator licensure/certification endorsement.

Candidate File- This is a file maintained in the teacher education office (EC205). It houses testing scores, disposition forms, differed letters, admission letters, and other information pertaining to the candidate.

Certification - The process by which a governmental agency or nongovernmental organization grants professional recognition to an individual who meets specified qualifications/requirements.

Classroom assignment - The placement of the teacher candidate in a specific classroom (i.e., grade level and subject area).

Classroom demographics - The makeup of a classroom in terms of the diversity of the students.

Classroom management - The wide variety of skills and techniques that teacher candidates use to keep students organized, orderly, focused, attentive, on task, and academically productive.

Clinical Experience – Student teaching or Clinical Experience opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators in a P-12 setting.

Completer – Any candidate who exited a preparation program by successfully satisfying the requirements of the educator preparation provider (EPP).

Content area - An academic discipline, such as English language arts, mathematics, science, or history/social studies.

Content Knowledge – The acquisition and understanding of facts, truths, or principles associated with the academic disciplines that are taught at the elementary, middle, and/or secondary levels, or a professional field of study such as special education, early childhood education, school psychology, reading, or school administration.

Critical Thinking - An intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. This includes seeing both sides of an issue; being open to new evidence that disconfirms one’s ideas; reasoning dispassionately; demanding that claims be backed by evidence; deducing and inferring conclusions from available facts; solving problems.

Cross-cutting themes- Overarching emphases on diversity and technology that are threaded throughout the standards and reflect the Commission’s perspective that they need to be integrated throughout preparation experiences.

Cultural attributes - The specific behaviors, characteristics, and beliefs of the individuals in a particular group.

Curriculum - Courses, experiences, and assessments for preparing educator candidates to teach students at a specific age level, to teach a specific subject area, or to work as another school professional such as a principal, school library media specialist, or superintendent.

Data - The information, facts, and statistics gathered to measure student learning. This information may include both quantitative and qualitative findings (e.g., anecdotal notes).

Differentiation - Different or altered learning activities employed by the teacher candidate within a lesson to meet the different needs or learning styles of specific students, allowing them to process constructs or make sense of concepts and ideas.

Dispositions – The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, P.6)

Diversity – (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences),and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21).

Educator Preparation Provider (EPP) - The entity responsible for the preparation of educators including a nonprofit or for-profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.

English-Language Learner (ELL or EL) - A student who uses a primary language other than English and who are developing proficiency in English.

Ethics- The moral principles that govern a person’s or group’s behaviors.

Evidence - Any information produced and submitted by a teacher candidate or by a student that documents the teacher candidate’s teaching performance and can be linked to the InTASC Model Core Teaching Standards. Evidence can be found in the written commentary and artifacts, including the video.

Evidence of learning - The data gathered through formal and informal assessment strategies that demonstrate student progress toward the learning goals.

Feedback Information - given to a student about how he or she is doing in reference to a learning goal. Effective feedback is goal referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely, ongoing, and consistent.

Field Experiences - Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions.

Flexible grouping - The range of options for instruction, including whole-class, small-group, and independent activities.

Focus students - Selected students who allow a teacher candidate to demonstrate his or her ability to collect information, plan instruction and assessment, make adaptations, and reflect. This includes a range of students with different learning needs.

Formative assessment See ‘Assessment.’

Graphic representations of collected data - Gathered data displayed in a visual manner (e.g., spreadsheets, graphs, pie charts, scatter diagrams, color coding).

Guiding prompt - A question or statement (within the PPAT® Assessment) that elicits a teacher candidate’s response.

Higher-order thinking - Critical, reasonable, reflective thinking that focuses on deciding what to believe or do by questioning assumptions and using a process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.

Implications for instruction - The concepts or strategies teacher candidates must apply in response to new learning.

Individualized Education Program (IEP) - A plan created in accordance with the law to guarantee that a child who has a disability receives specialized instruction and related services.

Instructional challenges - Identified difficulties during instruction that must be addressed to best meet the needs of all learners.

Instructional decision making - The use of student achievement data to support the choice of instructional strategies used during a lesson. This can be done before, during, or after a lesson.

Instructional strategies - The approaches used by the teacher candidate in the classroom to best meet the learning goals and needs of the students.

Clinical Experience - Full-time or part-time supervised clinical practice experience in P-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions.

Learning activities - The design of the learning environment and the experiences provided to students that support and facilitate student learning.

Learning goals - The intended learning that students should master, based on standards and curriculum, as a result of instruction.

Learner – See Student

Learner needs - The identified needs of individual students or subgroups, as determined by daily observation and assessment data that suggest modifications to instruction. For example, if a student cannot sit still for very long, the teacher candidate will allow the student to stand. For visual and auditory learners, the teacher candidate will show and tell students the instructions.

Learning Outcomes - Statements that describe the learning that students have accomplished and can reliably demonstrate. Learning outcomes may include knowledge, skills, and dispositions and are more specific than goals.

Learning Styles - The various approaches or methods through which learning can occur that are particular to an individual and are presumed to allow that individual to learn best. The three most widely recognized categories of learning styles are visual, auditory, and kinesthetic.

Learning Theory - The conceptual frameworks that explain how information is taken in, processed, and remembered during learning.

Mentor Teacher - All educator preparation provider (EPP) and P-12 school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the Clinical Experiences.

Modifications - The small changes made to instruction or assessment by a teacher candidate to facilitate learning for specific students' needs (e.g., moving a student to the front of the room; giving more time to complete a task; having a student answer fewer questions on a test).

Monitor - A way to continuously track how students are doing academically, socially, emotionally, and behaviorally.

Multiple Intelligences - A theory that intelligence encompasses a range of functions and abilities (Gardner, 1983). By recognizing that intelligence can manifest through abilities or agilities other than those of a cognitive nature, teacher candidates can adapt their teaching styles and learning activities to better engage and motivate learners (i.e., verbal-linguistic,

mathematical-logical, musical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist, and existential learners).

Mission - An important goal or purpose accompanied by strong conviction that underlies the work of an educator preparation provider.

Pedagogical Content Knowledge - A core part of content knowledge for teaching that includes: core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks; deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities.

Performance Level - The ability of students (groups or individuals) to demonstrate evidence of learning.

Performance Task - An authentic assessment that allows a teacher candidate to apply his or her knowledge and skills. The teacher candidate is able to show a wide range of knowledge and skills through this type of assessment.

Posttest – a test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program.

Pretest – A preliminary test administered to determine a student’s baseline knowledge or preparedness for an educational experience or course of study.

Prior knowledge - Students’ preexisting knowledge, skills, beliefs, and attitudes, which influence how they attend to, interpret, and organize incoming information.

Professional Folder – used by teacher candidates to house their InTASC aligned assessments, this is checked at each Transition Point to ensure candidate continues to meet requirements in the Teacher Education Program.

Rationale - The underlying principle or justification for a decision that is made. A rationale should relate to the teaching and learning context as described by the teacher candidate.

Reflection - An analysis of teaching by the teacher candidate that notes which students successfully learned the content and which students did not, what the impact of the teaching practice was, and how the teacher candidate might change the teaching practice to attend to future student needs. Reflection includes thinking about pedagogy, student characteristics, and outcomes. It involves using data to review instructional decisions and improve teaching strategies and learning outcomes. Reflective practice is the capacity to reflect on or review specific incidents of practice as a way of engaging in continuous learning for the purpose of increasing overall teaching effectiveness and student learning.

Research-based instructional strategies - Approaches that are grounded in recent, quality research and used by the teacher candidate in the classroom to meet the learning needs of the students and improve achievement.

Resources - The tools used to provide additional support to meet the learning goal(s) and needs of the students.

Rubric - Written criteria for evaluating a performance that indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the degree of success on a teacher candidate's assessment.

Stakeholder - Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education.

Standards - InTASC Model Core Teaching Standards: These standards articulate expectations of performance for professional educators. The standards are based on theories of teaching and learning and share the expectation that educators will continuously acquire new academic achievement for all students. They are based on a developmental sequence that defines a professional continuum that illustrates how educators' knowledge and skills mature and strengthen throughout their career. Professional teachers and leaders are expected to exercise good professional judgment and use the standards to inform and improve their own practices.

Student - A learner in a P-12 school setting or other structured learning environment but not a learner in an educator preparation program.

Student engagement - A psychological investment by the students in learning that goes beyond earning formal indicators of success to incorporating and internalizing content and understanding. Engaged students typically appear willing, interested, and involved and gain satisfaction from their accomplishments.

Student interest inventory - A survey taken by each student that captures a student's likes and dislikes.

Student learning- The academic achievement of P-12 students. Educator preparation providers (EPPs) should prepare educator candidates to analyze student learning and data related to student learning and to be able to develop instructional experiences that improve student learning.

Student Teaching - Extensive and substantive clinical practice in P-12 schools for candidates preparing to teach.

Student work - See 'Artifact.' Subject matter, a strand or branch of content within a content area or discipline. Or, the specific concept(s) or skill(s) within the content area that is being taught and that is the subject (or focus) of the lesson.

Summative assessment - See 'Assessment.'

Supportive interactions - The ways in which a teacher candidate provides emotional and/or academic classroom support to help students develop and feel comfortable in the classroom. This could include teacher sensitivity, classroom behavior, and cognitive/instructional development through concept development, feedback, and modeling.

Teacher candidate - An individual enrolled in a program at the baccalaureate or post-baccalaureate level leading to initial licensure/certification as a classroom teacher.

Teacher instruction - See ‘Artifact.’

Technology - The tools and techniques available through computers, the Internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) for instruction and the input, storing, processing, and analyzing of data in quality assurance systems. Educator candidates should be able to demonstrate that they use technology to work effectively with students to support student learning.

Transition Points – These are different times throughout the teacher education program which serve as a gatekeeper to ensure students are meeting and maintaining the requirements of the teacher education program. There are three (3) transition points; entrance to the program, entrance into the professional semester and exiting the program at graduation.

Written commentary - A written response to or an explanation of the guiding prompts within the task directions provided by a teacher candidate.

Note: Some vocabulary is taken from Praxis Performance Assessments for Teachers (PPAT) glossary and CAEP glossary.

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