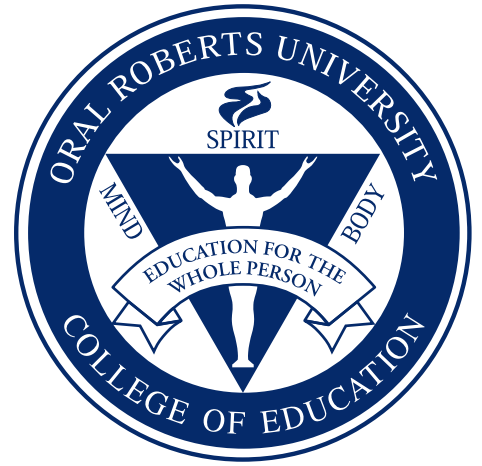


College of **EDUCATION**



Teacher Education Program

Handbook

2022-2023



TEACHER EDUCATION PROGRAM HANDBOOK



2022-2023

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TEACHER EDUCATION PROGRAM HANDBOOK

Philosophy of the College of Education

The philosophy of the College of Education is to provide a sound academic program built on a Christian foundation and integrated with biblical principles to equip educators inculcated with a Christian worldview in spirit, mind, and body for assignments in public and private elementary, secondary and postsecondary schools, as well as home school and mission settings. The College of Education believes that the finest educators are called to the profession, and those chosen are endowed with special gifts, including the gift of teaching.

Mission Statement

The mission of the College of Education is to prepare professional Christian educators to go into every person's world to provide the opportunity for individuals who hold Christian principles to participate in advanced study in initial and advanced preparation for professional public and private responsibilities in the field of education throughout the world.

Introduction

To the Teacher Candidate

This handbook is your guide to the Professional Education Program (PEP) at ORU. The information contained in the handbook is meant to supplement the general catalog of ORU. Since this handbook is continually updated, it is to be considered the most accurate and current statement of requirements, policies, and procedures. Please refer to it for all questions relating to your progress through the PEP. This handbook provides information on the programs leading to a teaching certification in the state of Oklahoma. Certification requirements are not necessarily the same as degree requirements. Refer to current degree plans and the general ORU catalog for information on specific degree requirements.

To the College of Education Faculty

This handbook reflects the policy of the College of Education concerning the Professional Education Program (PEP) and should be used for student advisement. Every effort has been made to create a document that is in consonance with the philosophy of ORU and the College of Education, while adhering to all requirements of the state of Oklahoma. Please be certain you are using the most current edition of the handbook and that you note any amendments that may have been issued between revisions.

An Overview of the Professional Education Program

The College of Education and the Professional Education Program (PEP)

Oral Roberts University is made up of the Colleges of Arts and Cultural Studies, Sciences and Engineering, Business, Education, Health Sciences, and Theology & Ministry. Each college within the university has a certain degree of autonomy in policies and procedures. The College of Education is an Education Preparation Program (EPP) with an accredited Professional Education Program (PEP). The PEP governs the matriculation and recommendation by the EPP for Oklahoma teacher certification. Therefore, to facilitate its unique purpose, the College of Education may at times have policies in addition to those of the university as a whole.

Purpose

Education is the shaping of the whole person. At the center of the ORU education program is the premise that true wisdom and knowledge come from God. Specifically, the Bible is God's inspired Word and is the standard of reference. The College of Education prepares administrators and teachers for public, private, Christian, and home school settings.

The College of Education acknowledges the unique opportunities and responsibilities of the Christian educator to affect the lives of individual students, families, and communities. The College of Education emphasizes thorough preparation in the subject-matter field. Preparation in the subject matter taught should be accompanied by mastery of pedagogy. The competent educator has a breadth of general education and a depth of specialized preparation.

College of Education Standards

The first ten COE standards are identical to the 10 InTASC standards, which have also been adopted by CAEP as national standards and Oklahoma as state standards.

1. The teacher candidate understands how learners learn 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.
2. The teacher candidate uses understanding of individual differences and diverse cultures and communicates to ensure inclusive learning environments that ensure each learner to meet high standards.
3. The teacher candidate works with learners to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. The teacher candidate 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.
6. The teacher candidate 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.
7. The teacher candidate 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.
8. The teacher candidate 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.
9. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher candidate 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.
11. The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview. (ORU Specific Standard)
12. The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects. (ORU Specific Standard)
13. The candidate demonstrates an understanding of the legal aspects of education. (ORU Specific Standard)
14. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide. (ORU Specific Standard)

College of Education Policies and Procedures

1. Tardies
 - a. If the student comes into the class after the scheduled time, the student is considered tardy.
 - b. It is the student's responsibility to inform the professor that he or she was tardy immediately following that class.
 - c. Failure to do so may result in an absence for that class and will not be adjusted thereafter.
 - d. Three tardies equal one absence.
 - e. It is the student's responsibility to get the information presented in class from a classmate.

2. Late Work
 - a. The student is responsible for obtaining class assignments and material covered during an absence.
 - b. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence.
 - c. Ten percent (10%) of the final assignment grade may be deducted for every day (the day ends at 11:59pm CST) with the exception of ORU holidays on the academic calendar.
 - d. Students who have excused absences (administrative excuse, medical report, doctor note, or verification of the death of a family member) are responsible for meeting with the professor, immediately upon return, to mutually agree on a due date for the missing assignment(s).
 - e. If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.

3. Attendance—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance, the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an absence.

4. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone.
 - c. Make-up work will not be permitted if the student voluntarily committed to a presentation on the date of an administratively excused absence.
 - d. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his or her absence, when possible, or on the first day he or she returns to class.
5. Leaving Early
 - a. Students are not permitted to leave class prior to the dismissal by the professor.
 - b. If a student has to leave class early on occasion, it is his or her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor.
 - c. Weekly or monthly meetings are not considered an approved reason for leaving class

- early.
- d. If the student leaves a class 15 minutes or **less** before the end of class it may be considered a tardy and the tardy policy will apply.
 - e. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
6. Incompletes
- a. As stated in the university catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family.
 - b. Students must petition for an incomplete using the ORU online form.
 - c. Documentation for the reason the student is requesting an incomplete is required.
 - d. Very few incompletes will be granted.
7. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct American Psychological Association (APA) documentation procedures.
- a. Failure to do this produces a plagiarized paper, which will result in an “F” for the paper.
 - b. Cheating in any form, including plagiarism, is a serious offense and will not be tolerated.
 - c. Consequences include a zero on the assignment and may include an F for the course, academic probation, suspension, or expulsion from the program.
 - d. Plagiarism is defined in each course syllabus.
 - e.

Areas of Certification

The College of Education administers programs that have been accredited by the Oklahoma State Department of Education and Office of Educational Quality and Accountability (OEQA) in the following 15 areas leading to the appropriate certification:

Elementary Programs

The following areas of certification are offered at the undergraduate level:

Bachelor of Education in Elementary Education —B.Ed. (Grade 1-8 Certification)

With choice of additional certification in one of the following:

- English as a Second Language (K-12 Certification)
- Early Childhood Education (3-8 years old Certification)
- Special Education (K-12 Certification)

P-12 and Secondary Programs

The following areas of certification are offered at the undergraduate level:

Bachelor of Education in English Language in the Global Classroom —B.Ed.

Provides Certification in:

- Middle Level English (6-9 Certification)
- English Language Learners (K-12 Certification)

Bachelor of Education in Secondary Education —B.Ed.

With choice of concentration in one of the following:

- English
- Math
- Science
- Social Studies
- Physical Education

Bachelor of Music Education —B.M.E.

With choice of concentration in one of the following:

- Instrumental
- Vocal

Bachelor of Fine Arts —B.F.A.

With choice of concentration in one of the following:

- Art
- Theatre

Assigning an Advisor

After declaring a major in education, candidates pursuing a Bachelor of Education are assigned an individual advisor in the College of Education. Candidates pursuing a Bachelor of Music Education (Vocal and Instrumental) or a Bachelor of Fine Arts (Art and Theatre) are assigned to an advisor in the College of Education, as well as an advisor within the department of their major.

Transfer candidates will meet with the Chair of the Undergraduate Department in the College of Education for one semester and then will be assigned to a faculty member. Graduate teacher candidates seeking certification will be assigned an advisor in the College of Education.

College of Education Faculty Advisors

- Undergraduate Chair/Transfer Evaluation
 - *Dr. Jared Johnston, GC 5A10, 918-495-7085*

- Elementary - ELE
 - *Dr. Charlene Martin, GC 5A20, 918-495-6128*
- Special Education - SPED
 - *Dr. Evie Lindberg, GC 5A18, 918-495-7048*
- English Language Learners - ELL
 - *Dr. Janet George, GC 5A16, 918-495-7333*
- English Language Teaching in the Global Classroom - ELTG
 - *Dr. Janet George, GC 5A16, 918-495-7333*
- Early Childhood - ECE
 - *Dr. Amanda Wilson, GC 5A22, 918-495-7688*
- Secondary/K-12 – English, Science, Math, Social Studies, Physical Education
 - *Dr. Jared Johnston, GC 5A10, 918-495-7085*

Other Faculty Advisors

- Art
 - Bachelor of Fine Arts in Art Education offered by College of Arts and Cultural Studies
 - *Mandel Chenoweth, GC 2B13, 918-495-6374*
- Music - Vocal/Instrumental
 - Bachelor's of Music Education offered by College of Arts and Cultural Studies
 - *Dr. Scott Quant, Timko-Barton, TB46, 918-495-7504*
- Theatre – Speech/Drama/Debate
 - Bachelor of Fine Arts in Theatre Education offered by College of Arts and Cultural Studies
 - *Denise Miller, GC 2B19, 918-495-6869*

Background Check Requirement (See Appendix 1: Authorization Form)

Every teacher candidate must complete the initial background check in order to participate in pre-clinical assignments on a P-12 campus. The background check is initiated in the Pre-clinical Experience course (PED 131).

Responding to Report of Crime in the Background Check

If a candidate has a felony record, he/she is directed to the Oklahoma Department of Education to the Director of Certification. To continue in the field placement, the candidate must submit to the College of Education a letter (on State Department letterhead) stating that with the current charge the candidate will be able to receive teaching certification. If the candidate does not submit a letter from the State Department, the candidate will not be placed in a clinical experience, and he/she is informed to drop the class and to choose a different career path.

Assessments and Benchmarks in the Professional Education Program (PEP)

State and national accreditors require the College of Education to implement a comprehensive assessment program. The PEP is governed by the Initial Quality Assurance System (IQAS), which uses 3 Benchmarks and 14 key assessments to ensure standard alignment and fulfillment of all requirements.

PEP ADMISSION PROFESSIONAL EDUCATION PROGRAM REQUIREMENTS CANDIDATE CHECKLIST INITIAL QUALITY ASSURANCE SYSTEM BENCHMARK: PRE - ADMISSION

Collected In	Assessor	Artifact Name	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE
PED 134	Course Professor	Philosophy of Education	95-100	85-94	70-84	Below 70
PED 131	Course Professor	ORU TASK 1: Contextual Factors**	4	3	2	0-1
PED 131	Course Professor	Disposition 1: Self Evaluation	Exceeds Expectations	Meets Expectations	Emerging	Does not meet expectations
PED 100	Advisor	General Knowledge Requirement*				
	Only One of the Following: OGET SAT ACT GPA	OGET	280-300	260-279	240-259	0-239
		SAT Composite	1440-1600	1280-1439	1120-1279	0-1119
		SAT Reading	7-8	6	5	0-4
		SAT Analysis	7-8	5-6	4	0-3
		SAT Writing	7-8	6	5	0-4
		ACT w/ Written Section	32-36	27-31	22-26	0-21
ORU G.P.A.	3.5-4.0	3.0-3.49	2.5-2.9	0-2.49		
PED 100	Advisor	Transcript				
		Oral Communication*	A	B	C	Below C
		Composition II*	A	B	C	Below C
		Foundations & Methods of Ed.*	A	B	C	Below C
		Pre-Clinical I*	A	B	C	Below C
		Language Proficiency*	Met	N/A	N/A	Not Met
		ORU G.P.A. *	3.5-4.0	3.0-3.49	N/A	0-2.99
PED 100	Advisor	Professional Education Program (PEP) Interview and Admission*	The candidate demonstrates a strong commitment to education and children; understands the call and role of a Christian educator; demonstrates strong writing & speaking skills.	The candidate demonstrates a commitment to education and children; understands the call and role of a Christian educator; demonstrates good writing & speaking skills.	The candidate demonstrates a commitment to education and children. However, does not understand the call and role of a Christian educator. Demonstrates adequate writing & speaking skills.	The candidate does not demonstrate a commitment to education and children, nor understands the call and role of a Christian educator. Does not demonstrate strong writing & speaking skills.

**STUDENT TEACHING ADMISSION
PROFESSIONAL EDUCATION PROGRAM REQUIREMENTS
CANDIDATE CHECKLIST
INITIAL QUALITY ASSURANCE SYSTEM
BENCHMARK: PEDAGOGICAL CONTENT KNOWLEDGE**

Collected In	Assessor	Artifact Name	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE
PED 100	Advisor	Transcript				
		Audit: Subject Area Courses & GPA	3.5-4.0	3.0-3.49	2.5-2.99	0-2.49
PED 315 (External Secondary) or PED 411 (ELE/ECH/SPED/ELL)	Course Professor	ORU TASK 2: Assessment*	4	3	2	0-1
PED 409 (Secondary) Or PED 316 (ELE/ECH/SPED/ELL)	Course Professor	ORU TASK 3: Lesson Planning*	4	3	2	0-1
PED 409 (Secondary) Or PED 316 (ELE/ECH/SPED/ELL)	Course Professor	ORU TASK 4: Reflection*	4	3	2	0-1
PED 134	Course Professor	Google Certification Levels 1 & 2	Exceeds Expectations	Meets Expectations	Emerging	Does not meet expectations
PED 100	Advisor	Disposition 2: Advisor Evaluation	Exceeds Expectations	Meets Expectations	Emerging	Does not meet expectations
PED 100	Student Teaching Coordinator	Oklahoma Subject Area Test (OSAT)	280-300	260-279	240-259	0-239
PED 100	Student Teaching Coordinator	Student Teacher Application	Met	N/A	N/A	Not Met

PEP EXIT REQUIREMENTS
PROFESSIONAL EDUCATION PROGRAM REQUIREMENTS
CANDIDATE CHECKLIST
INITIAL QUALITY ASSURANCE SYSTEM
BENCHMARK: PROGRAM EXIT REQUIREMENTS

Collected In	Assessor	Artifact Name	EXEMPLAR Y	COMPETEN T	ACCEPTABL E	UNACCEPTABL E
PED 361	Clinical Supervisor	CPAST: 1st Observation	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does not meet expectations (0)
PED 361	Clinical Supervisor	CPAST: 2nd Observation	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does not meet expectations (0)
PED 361	Advisor	Presentation of Action Research Project	3.5-4.0	3.0-3.49	2.5-2.99	0-2.49
PED 361	Clinical Supervisor	PPAT Task 1	Exceeds Expectations	Meets Expectations	Emerging	Does not meet expectations
PED 361	Student Teaching Coordinator	PPAT Task 2-4	54-60	47-53	40-46	0-39

***In order to be admitted into the Professional Education Program, the candidate must be at “Acceptable Level” for all items with an asterisk on the IQAS.**

**** Adapted from Praxis Performance Assessment for Teachers (PPAT)**

Transfer Candidates

See the ORU Catalog for transfer policies <http://www.oru.edu/academics/catalog/>

Once at ORU, you will need authorization from the Chair of College of Education Undergraduate Department before you attempt to take a course somewhere other than Oral Roberts University.

Admission and Retention Policies

The College of Education Admission and Retention Committee serves to ensure policies and procedures are in place in order to maintain admission and retention standards outlined in unit, state, and regional teacher certification/accreditation guidelines.

Responsibilities of the Admissions and Retention Committee:

- Develop and maintain a culture of professionalism in the teacher education program.
- Set up a reporting system to monitor professional education program needs and standards.
- Monitor state reforms in policy and recommend ORU policy changes in order to conform to new guidelines.
- Oversee information dispersal of individual student-standing documentation, including the Professional Education Program list.

- Inform students of acceptance into the Professional Education Program.
- Set up and implement a retention policy.
- Set up a policy for admitting graduate students for certification.
- Address disposition and/or academic challenges of teacher candidates.

Teacher Candidate Referral from Faculty Members:

- Faculty members are encouraged to bring concerns about a teacher candidate before the Undergraduate Academic Council. Concerns could include excessive absences or tardiness, plagiarism/cheating, disciplinary issues, or disposition challenges.
- Once a concern has been raised during an Undergraduate Council meeting, the faculty will decide if there is a need for the student to appear before the College of Education Admission and Retention Committee.
- If a student is to appear before the College of Education Admission and Retention Committee, documentation such as emails and memos describing the history of challenges, including a meeting with the teacher candidate and the faculty member(s) and/or the advisor, should be placed in the folder marked “STUDENT CONCERNS” on the College of Education’s shared drive. Secondary representatives should send documentation to the undergraduate chair to be placed in the shared drive.
- The College of Education Admission and Retention Committee meeting will consist of a minimum of three members including the chair and the candidate’s advisor when the teacher candidate is brought before the committee.
- All decisions must be unanimous. Decisions could include probation, in which a contract will be written; expulsion from the College of Education requiring the teacher candidate to change his or her major; completion of a senior research paper instead of the student teaching internship, in which case the candidate would not be recommended for certification; or a student referral to another office on campus, including the counseling office.
- The teacher candidate may appeal the decision of the College of Education Admission and Retention Committee to the dean within seven days of the College of Education Admission and Retention Committee’s determination. An appeal at the dean level is only considered if new information is presented or if there is evidence that a breach of procedural rules was committed. This is to be submitted in writing. No appeal will be heard if it is a re-presentation of the same information. At that point, the Dean of the College of Education will decide if the decision of the Admissions and Retention Committee stands or if the new information warrants being submitted to the Admission and Retention Committee for further review.

Teacher Candidate Academic Grievance Procedure

The following are steps a teacher candidate should take if he or she wishes to file a grievance in the College of Education:

1. The teacher candidate must first approach the faculty member with whom he or she has a grievance. Resolution must first be attempted by the candidate at the lowest level.
2. The teacher candidate may approach either his or her advisor if he or she feels the grievance has not

been resolved. The advisor and/or the teacher candidate may approach the undergraduate chair with the candidate's challenge or concern stated in writing. The undergraduate chair may assemble together the faculty member and the teacher candidate to attempt to resolve the grievance. The chair has 14 days to respond to the candidate.

3. If the teacher candidate feels the issue has not been resolved at the chair's level, he or she may appeal to the College of Education Admission and Retention Committee within seven days of the chair's decision.
4. The teacher candidate may appeal the decision of the College of Education Admission and Retention Committee to the dean within seven days of the College of Education Admission and Retention Committee's determination. An appeal at the dean level is only considered if new information is presented or if there is evidence that a breach of procedural rules was committed. This is to be submitted in writing. No appeal will be heard if it is a re-presentation of the same information. At that point, the Dean of the College of Education will decide if the decision of the Admissions and Retention Committee stands or if the new information warrants being submitted to the Admission and Retention Committee for further review.

Retention in the Professional Education Program

Retention in the Professional Education Program will be in jeopardy for any of the following reasons:

1. Any teacher candidate admitted to the program will be placed on probation at any time his or her GPA drops below 2.50 or his or her disposition becomes a challenge. If after one semester on probation his or her GPA is still below 2.50 or the issues addressed in disposition have not been satisfactorily resolved, the candidate will be dropped from the program and will no longer be eligible to enroll in education courses until his or her GPA is at least 2.50 or disposition issues have been resolved.
2. No grade below "C" may apply toward the major or professional education courses. A course in which a "D" is earned may apply toward general education and general elective degree requirements, with the exception of MAT 221, 222, and foreign language (101-102) courses. (A minimum of a "C" is required in these last four courses.)
3. Individuals **should meet the PEP admission requirements** by the time they have completed **75 hours** toward their degree. If not, they may be required to change majors.
4. Admittance to the Professional Education Program does not ensure the candidate of becoming a teacher. In addition to the specified number of hours with the designated GPA, candidates for teaching are viewed in light of their total educational, knowledge, skills, disposition, and professional qualifications.
5. The following statement is on the application for certification:

Part IV: Felony Disclosure Statement reads as follows:

In response to legislation, Title 70 O.S., Supp. 1985, and 3-104.1, every applicant is required to answer the following questions:

1. During the preceding 10-year period, have you ever been convicted of a felony?
Yes ___ No ___
2. During the preceding 10-year period, have you ever been convicted of a crime involving

moral turpitude? Yes ___ No ___

If the answer to either of the preceding questions is “yes,” state on a separate sheet of paper the nature of the charge and in what court you were convicted.

All Teacher Candidates are required to submit to a background check prior to field experiences, and fingerprinting and OSBI/FBI background check before student teaching.

Any person who answers “yes” to either question may not be recommended by the ORU College of Education for certification.

Professional Education Courses

The following professional education courses are open to teacher candidates who have not been admitted to the Professional Education Program:

PED 100	Education Seminar
PED 131	Pre-Clinical Experience – I
PED 132	Pre-Clinical Experience – II
PED 133	Pre-Clinical Experience – III
PED 134	Pre-Clinical Experience – IV
PED 135	Pre-Clinical Experience – V
PED 136	Pre-Clinical Experience – VI
PED 205	Whole Child Education
PED 302	Literacy in Secondary Education (Secondary majors only)
PED 314	Classroom Leadership & Culturally Sustained Pedagogy
PED 315	Inclusion and Individualization
PED 316	Integrated Instructional Methods

Enrollment in the following professional education courses is limited to those who have completed IQAS Benchmark 1 and 2.

PED 409	Instructional Methods: Sec K-12
PED 411	Educational Assessment
PED 361	Professional Education Seminar
PED 450	Student Teaching - Away
PED 465	Student Teaching – P-3
PED 475	Student Teaching – 4-6
PED 485	Student Teaching – 6-9
PED 495	Student Teaching – 10-12

Pre-Clinical and Clinical Opportunities

It is important for teacher candidates to spend time in diverse school classrooms before they reach student teaching. The pre-clinical experience is intended to give teacher candidates opportunity to

observe and, when possible, participate in school settings in order to apply concepts and strategies studied in course work. Candidates will be assigned to a different school district, grade level, and socioeconomic level for each placement, if possible.

Candidates

All teacher candidates will have a pre-clinical sequence, depending on their major. This will include a minimum of 60 hours of intentionally planned opportunities for successful experience with diverse learners. This diversity will include Title I schools, private schools, public schools, students with limited English proficiency, students with exceptionalities, one-on-one tutoring, small group instruction, and whole group instruction, literacy instruction, and content specific instruction. The preclinical experience is not an observation. This is an engaged activity that will correspond with pedagogical instruction within the respective program.

Student Teachers

Student teachers are candidates that have moved into the final phase of the professional education program (PEP). Before become a student teacher, the candidate will have successfully completed Benchmark 1 and Benchmark 2 of the PEP process. Their qualifications and requirements are in Appendix 2

Clinical (University) Supervisors

Clinical (university) supervisors work with the student teacher and the cooperating teacher to create a team for mentoring, supervision, and coaching. Clinical supervisors meet the requirements by CAEP, OEQA, and the COE. Their qualifications and requirements are in Appendix 3

Cooperating Teachers

Cooperating teachers work with the student teacher and the clinical supervisor to create a team for mentoring, supervision, and coaching. Cooperating teachers meet the requirements by CAEP, OEQA, the COE, and their respective school district. Their qualifications and requirements are in appendix Appendix 4

Dress Code During Pre-Clinical Experiences and Student Teaching

It is the goal of the College of Education to maintain quality, professional dress standards. The following is the ORU College of Education dress code for all teacher candidates participating in pre-clinical and student teaching internships:

Candidates involved in student teacher and pre-clinical experiences should follow the business dress code.

ORU Business Casual Dress Code

Men:

Shirts with collars
Shoes and socks
Hard-sole shoes, loafers
Slacks (includes “Dockers” type)
Suits, blazers, vests, or sports coats
Sweaters or turtlenecks over collared shirts

Women:

Blouses and sweaters
Skirts and slacks
Dresses, suits, blazers, and jackets

HPE Dress Code Only:

Matching warm-up outfits with appropriate tennis shoes are required.

***Jeans may be worn on “School Jean Day” ONLY!**

Business Casual DOES NOT Include:

Men:

Jeans
Sandals/tennis/athletic shoes
T-shirts
Shirts without collars
Shoes without socks
Shorts of any kind
Sweats
Hats, caps, or other headgear
Earrings

Women:

Jeans, Capri slacks
Sandals/tennis/athletic shoes
T-shirts
Sheer blouses
Shorts of any kind
Sweats
Shirts over leggings
Hats, caps, or other headgear
Flip-flops

Pre-Clinical and Clinical Hours

Following are Teacher Education Program courses with pre-clinical experiences:

PROGRAM/AREA	COURSE	Faculty	Credits	Pre-clinical Hours
Professional Ed	PED 131 Pre-clinical/Intro to Education [F,S]	Grove	1.0	20
	PED 132 Pre-clinical/Special Education [S]	Lindberg	1.0	20
	PED 133 Pre-clinical/ELL [F]	George	1.0	20
	PED 134 Pre-clinical/Intro to Education II [S]	Johnston	1.0	20
	PED 135 Pre-clinical/content (secondary only) [F]	Grove	0.0	20
	PED 136 Pre-clinical/content (secondary only) [S]	Grove	0.0	20
	PED 409 Instructional Methods Sec/K12 [F]	Johnston	3.0	10
Elementary	ELE 307 Emergent Language & Literacy [F]	Martin	3.0	20
	ELE 308 Literacy Materials & Methods [S]	Martin	3.0	20
	ELE 405 Learning-Centered Assessment [F]	Martin	3.0	20
Early Childhood	ECE 202 Infant & Toddler Development [S]	Wilson	3.0	20
	ECE 305 Cognition & Curriculum [F]	Wilson	3.0	20
	ECE 306 Innovative Differentiation [S]	Wilson	3.0	20
	ECE 405 Creative Expression & Play [F]	Wilson	3.0	20
Special Ed	SED 202 Adapting Curricula [S, even years]	Lindberg	3.0	10
	SED 305 Effective Practices [F, even]	Lindberg	3.0	10
	SED 405 Assessment & Intervention [F, odd]	Lindberg	3.0	10
ELL	ELL 343 Methods & Materials [F, even years]	George	3.0	20
	ELL 353ELL Curriculum Design [S, odd years]	George	3.0	20
	ELL 393 TESL Assessment [F, odd years]	George	3.0	20
Theatre Education (BFA)	COM 110 Teaching Comm Arts (x3)	Miller	3.0	20
PROGRAM PRE-CLINICAL TOTALS				
ELE/ECE				220
ELE/ELL				200
ELE/SPED				170
Secondary				90
Music				60
Art				60
CLINICAL EXPERIENCES—ALL PROGRAMS				
Placement I-7 weeks				245
Placement II-7 weeks				245
			Total	490

Minors

Bachelor of Education majors are not required to declare a minor. These majors choose a second certification area (see degree plans). However, if they desire a minor, they may pursue one with the understanding that it may require an additional semester or summer school.

ELL Minor

The English Language Learner minor is available to any major with the approval of the student's advisor.

Language Proficiency

According to the Oklahoma Office of Education Quality and Accountability (OEQA) the following foreign language requirement exists for all teacher candidates:

The unit has a policy in place that ensures that educator preparation candidates demonstrate conversational skills at a novice high level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL), in a language other than English (OEQA, 2017).

The ACTFL (2012) defined “novice high” conversational level as;

- Able to manage uncomplicated tasks
- Restricted to predictable and formulaic phrases
- Topics limited to survival
- Short and incomplete sentences

Oral Roberts University College of Education accepts any of the following as evidence for meeting both the ACTFL definition for “novice high” level, and the fulfillment of the OEQA Foreign Language Proficiency:

- One three-credit hour foreign language course from an accredited higher education institution (C or higher)
- One three-credit hour foreign language course from ORU (C or higher)
- Foreign Language Placement Test results at the 101 level (Placement test moderated by ORU Department of English and Modern Languages)
- Primary language other than English, demonstrated by TOEFL requirement for ORU admission

The College of Ed requires evidence of the Foreign Language Proficiency prior to admission to the PEP.

Note: The requirement for the PEP is not the same as the ORU requirement. For the ORU graduation requirement, please see the catalog for your respective year.

Teaching License/Certification Regulations

Licensure in education is regulated state by state. The teacher and administrator preparation programs in the College of Education specifically meet the requirements for Oklahoma.

Oklahoma participates in the NASDEC Interstate Agreement, coordinated by the National Association of State Directors of Teacher Education and Certification. This agreement makes educators licensed in participating states eligible for licensure in other member states. Holders of an Oklahoma license can be hired and begin work immediately, even if there are additional requirements to be met over time. All but four states have signed the Agreement: New Mexico, South Dakota, Wisconsin, and New York. Each requires additional testing or workshops:

New Mexico requires applicants for an elementary teaching license to pass the Teaching Reading Elementary (PRAXIS) test.

South Dakota requires all applicants to complete a South Dakota Indian Studies course.

Wisconsin requires a passing score on the edTPA. Applicants for teaching elementary and special education must also pass the Foundations of Reading Test for Wisconsin. Applicants for early childhood through middle childhood-early adolescence must pass the Praxis II Elementary Content Knowledge (5014, 0014, or 5018). Secondary subjects require ETS Praxis II Content knowledge tests.

New York requires out of state applicants to pass the Educating All Students (EAS) Test, Content Specialty Tests, and complete three one-day workshops.

Graduation Information

Each individual is responsible for meeting all the requirements of his or her program for graduation. The degree plan sheet for each content area must be followed in order for the state of Oklahoma to accept the required course work for certification (See www.degreeplansheets.oru.edu/ for additional information).

Education majors are required to attend graduation exercises. The following steps should also be completed before graduation.

Application for Graduation Form Application for Graduation forms must be submitted in November prior to Spring graduation. A candidate must submit the form on-line to the registrar's office.

Registrar Be sure that your local, permanent, and next-of-kin addresses are accurate. Any official transcripts needed should be ordered.

Financial Aid An exit interview should be completed online (<http://finaid.oru.edu>) if the candidate has loans.

Student Accounts Individuals should check their billing address in Vision. Accounts must be clear in order to receive transcripts and/or diploma.

Campus Post Office A forwarding address/change of address form should be completed in December for

December graduates and April for May graduates (This is the third and final place to change address records).

Career Services Teacher candidates should establish a permanent Placement File with Career Services or ORU Handshake system (oru.joinhandshake.com) and register as a graduating student through the university's online placement resources to access nationwide career opportunities.

Cap and Gown Candidates should know what degree they are earning (i.e., B.Ed. or B.F.A.) to ensure the proper hood and tassel color. Regalia (cap, gown, hood, and tassel) may be purchased from the University Store.

Alumni Relations Alumni meeting specific requirements may choose between two types of I.D. cards. The "local card" primarily accommodates Tulsa-area alumni and allows access to the Aerobics Center and the library. These cards carry an initial fee of \$25, with an annual renewal fee of \$25. Cards are available for purchase between the hours of 8 a.m. and 5 p.m., Monday through Friday, at the alumni office on the 2nd floor of the Hammer Center (918-495-6610).

Teacher Certification Information

State of Oklahoma Teacher Certification and ORU Degree Requirements

A primary goal of the Professional Education Program is to qualify candidates for teacher certification by the Oklahoma State Department of Education. The specific requirements of the Professional Education Program and the course listings given under each certification area reflect the current State and/or national standards. The candidate who has successfully completed the requirements of the degree plan and passes the state certification exams can be confident that all conditions have been met for a Standard Certificate in the state of Oklahoma.

State Certification Tests

The Oklahoma Commission for Teacher Preparation requires that three benchmarks be passed before a teacher can receive a certificate. Following is a description of each.

- **General Knowledge. Candidates must meet one of the following for admittance into the Professional Education Program:**
 - The *Oklahoma General Education Test* (OGET) is designed to assess state core general education knowledge and skills, including critical thinking, computation, and communications. The test includes both selected-response questions and a writing assignment. Teacher candidates are required to pass the OGET with a score of 240 or above in order to be admitted to the Professional Education Program.
 - Students who have an earned GPA of 3.0 or higher will be exempt from the OGET.
 - ACT with Writing Section – Score of 22 or higher
 - SAT – Score of 1120 and a five (5) on Reading, four (4) on Analysis, and five (5) on Writing.
- **Subject Knowledge**
 - The **Oklahoma Subject Area Tests** (OSAT) are designed to assess subject matter

knowledge and skills. Some tests include selected-response questions only. Other tests include both selected-response questions and one or more constructed-response assignments. Teacher candidates are required to pass the OSAT in their major prior to approval to student teach.

- Professional Performance
 - The **Praxis Performance Assessment for Teachers (PPAT)** is designed to assess performance based measures of teachers. It is the third *test* required for teacher certification. The PPAT consists of four separate tasks that constitute a semester long performance evaluation completed during your student teaching. The tasks are reviewed by a University Supervisor, then submitted to an external evaluation team at the Educational Testing Service (ETS).

The OGET and OSAT certification tests are administered often. The application deadlines and test dates are available online (<http://www.ceoe.nesinc.com/>). Be aware that the registration deadlines are weeks in advance of the test dates. **Only two tests may be taken on each test date.**

There are fees associated with each test, and students are urged to prepare carefully. Study Guides are available free online (www.ceoe.nesinc.com). Additionally, TCLA offers test-prep study sessions.

Out-of-State Certification

Individuals who plan to teach in another state must complete all certification requirements in Oklahoma. Almost all states accept Oklahoma certification without additional requirements (See *Teaching License/Certification Regulations*). Students should contact the Department of Education in the state where they plan to be employed in order to receive specific requirements.

Graduate School of Education

The College of Education encourages all candidates to continue their education after graduating and to pursue a Master's degree for both personal and professional growth. Please see the Master's Handbook, or the Chair of Graduate Education, Dr. Patrick Otto (jotto@oru.edu, 918-495-7087) for more information.

The Fast Track Program

- A senior who needs less than a full, normal course load for graduation may be permitted to enroll concurrently in courses applicable to the graduate program on the following basis:
 - To be accepted, he or she must have completed a minimum of 90 semester hours of course work attaining a minimum 3.0 GPA.
 - After acceptance, he or she may register in a maximum of six semester hours of graduate courses in any semester or summer session.
 - An individual may transfer a maximum of 12 semester hours of graduate courses toward the Master of Arts in Education at ORU.

- Applicants must meet the conditions listed above and have the approval of the advisor, the Graduate Chair, and the Dean of the College of Education. Students admitted to the Fast Track Program are sent a letter of acceptance by the Dean of the College of Education, with copies going to the Registrar's Office and Student Accounts.
- To be admitted as a regular graduate candidate, formal application must be made to the College of Education. The Fast Track application is to be used for the Fast Track Program only. Complete graduate application forms are available in the College of Education.
- Benefits to the Fast Track Program include:
 - A potential of 12 graduate hours may be earned while completing the undergraduate degree.
 - There is no extra tuition charge when taking between 12.5 and 18.5 credit hours per semester.
 - The Master of Education degree may be earned within one year after completion of the undergraduate degree.

Master of Education with Teacher Certification

The Master of Education includes a concentration in Teaching which has two strands, with certification or with alternative certification. The certification route is a 34.5 credit hour program that includes course work and student teaching necessary for state teacher certification recommendation. The alternative certification route is a 33.5 credit hour program that includes course work to prepare a candidate to apply for alternative certification in Oklahoma.

Although the certification programs are graduate programs, they are initial certification programs and are managed by both the College of Education's Graduate and Undergraduate Departments. Enrollment in these programs should be done only after advisement from the Chair of the Undergraduate Department, Dr. Jared Johnston (jjohnston@oru.edu, 918-495-7085). Following advisement on the programs, interested candidates should apply to the Graduate School of Education.

Specific admission requirements for certification will include an earned Bachelor degree with a minimum of 3.0 in a related field, meeting the Foreign Language Proficiency, and passing a background check.

- Related Fields
 - Art
 - English
 - Science
 - Social Studies
 - Physical Education
 - Math
 - Elementary
 - Special Education
 - Music
 - Theatre

Awards and Scholarships

Scholarships

Several scholarships are awarded by the College of Education. Candidates may complete an application; eligibility requirements include:

- Education major
- Admission to the Professional Education Program
- Good standing with the university

The College of Education Scholarship and Award Committee determines additional criteria and makes the recommendations to the Dean of the College of Education. The scholarships include the:

- Frank and Julie Ann Yenca Scholarship
- Mary Martha Black Scholarship
- Nina Curtis Jacke Scholarship
- Ruth L. Lucardi Scholarship
- Hazel Tyson Ware Scholarship
- Temple Foundation Scholarships
- Josephine Richards Scholarship

Awards

Awards may be presented in each of the early childhood, elementary, special education, secondary, and K-12 content areas. Eligibility requirements include a 3.4 GPA or above and participation in the honors defense of their senior presentation. Awards also may be presented to individuals in each area for outstanding student teaching. Candidates are nominated by the cooperating teacher and the university supervisor. The College of Education Honors and Award Committee determines the final selection.

The College of Education may present the following awards and recognition to students at the time of graduation for outstanding performance:

- Outstanding Undergraduate Teacher Candidate
- Outstanding Teacher Candidates:
 - Elementary
 - Early Childhood
 - Special Education
 - English Language Learner
 - Teaching English in the Global Classroom
 - Secondary
- Outstanding Achievement Award Masters Candidate Outstanding Achievement Award Doctoral Candidate

Teacher Candidate Organizations

All teacher candidates are members of the Teacher Candidate Leadership Association (TCLA). Membership provides access to liability insurance necessary for participation in pre-clinical and clinical experiences as well as opportunities for professional development and service. Information is presented at the Education Seminar (PED 100) each semester. For additional information, contact the faculty advisor, Dr. Jared Johnston (jjohnston@oru.edu).

Teacher candidates may qualify for membership in Kappa Delta Phi (Honors). For information, please contact Dr. Amanda Wilson (awilson@oru.edu).

Input into the Professional Education Program

Teacher Candidates

At the end of each course, ORU candidates complete an online Student Opinion Survey, evaluating course content, assignments, and the effectiveness of the instructor. The faculty, Chair, and the Dean give serious consideration to all suggestions. All graduating seniors participate in a small group exit interview regarding program strengths and areas for improvement.

Cooperating Teachers

During the internship semester, a student teacher is assigned to two specific cooperating teachers. Each teacher completes an evaluation of the student teacher. In addition, the cooperating teacher is encouraged to complete a Cooperating Teacher Response survey at the end of the semester to offer input regarding the preparation of the student teacher, the student teaching experience, and recommendations concerning the Professional Education Program.

Placement and Follow-Up After Graduation

Candidates are encouraged to contact the College of Education to confirm employment plans. Candidates still seeking employment are often requested by school districts concerning employment throughout the summer.

In order to better prepare new teachers, the College of Education is continually seeking information on the effectiveness of the Professional Education Program and the applicability of the training to the classroom environment. The College of Education encourages alumni cooperation in answering questionnaires to determine their current employment status and their perceptions of how well the Professional Education Program prepared them for their professional responsibilities. Information from these questionnaires is used in adjusting course content and the Professional Education Program as a whole.

STUDENT TEACHING

To the Teacher Candidate

This section is your guide to policies and responsibilities related to student teaching. Since this Handbook is continually updated, it is to be considered the most accurate and current statement of requirements, policies, and procedures. Please refer to it for all questions relating to your student teaching

Student teaching is the culminating experience of the Professional Education Program. For questions concerning the Professional Education Program as a whole, you should refer to previous sections in this handbook. See Appendix 2 for further information.

To the Clinical Supervisor

This section reflects the current policy of the College of Education concerning student teaching and should be used as the basis for advisement of teacher candidates.

This Handbook is subject to frequent review and will be revised when necessary. Please be certain that you are using the most current edition of the Handbook and that you note any amendments or corrections that may have been issued between major revisions. See Appendix 3 for further information.

To the Cooperating Teacher and School Administrator

At the outset, the College of Education wishes to thank you for your participation in this aspect of the Professional Education Program. Through your involvement in student teaching, you will have a profound influence on the future educators you encounter. Your example and expertise will, to a large extent, shape the attitudes and actions of these teachers-in-training.

This Handbook reflects the current policies and procedures at Oral Roberts University, as well as the requirements of the Oklahoma State Department of Education. We welcome your comments and suggestions, not only on this Handbook, but on the Student Teaching program as a whole. See Appendix 4 for further information.

The Student Teaching Experience

Student teaching is that part of the preservice education program in which the prospective teacher works full-time in a school under the supervision of a cooperating teacher, as well as with members of the University faculty. Student teaching is considered one of the most vital phases of the teacher candidate's professional preparation. Beginning with a period of observation, the teacher candidate assumes increasing responsibility for working with a group or several groups of pupils. The culmination of each placement is at least 2 weeks of full responsibilities, including planning, teaching, and school duties. This experience provides the prospective teacher with multiple opportunities to combine educational theory with classroom practice.

A master teacher possesses not only knowledge of subject matter, educational psychology, and human development, but also specific organizational, interpersonal, and communication skills. These skills are not easily learned from books and lectures. They are transmitted person to person, by example and illustration. It is during the student teaching experience that these skills are acquired and refined. There

is no substitute for interning under a master teacher and being guided to have responsibility for a class. Most teacher candidates find student teaching to be both the most demanding and the most rewarding experience of their education.

Structure of the Student Teaching Program

The student teaching program at Oral Roberts University utilizes the services of accredited cooperating schools. The teacher candidate is assigned two placements, and has two cooperating teachers who are skilled, experienced, and highly effective in the specified certification areas.

Student teaching takes place over a 14- to 16-week (70-day) period. During the 14-16 weeks in the cooperating schools, the teacher candidate devotes the full day, five days a week, to student teaching responsibilities.

A successful student teaching experience involves teamwork and close coordination between the teacher candidate, the clinical supervisor, the coordinator of student teaching within the College of Education, the cooperating teacher, and the building principal.

Role of the Building Principal

Though the principal will not be involved in the daily supervision of the teacher candidate, he/she has a very important role in the teacher candidate's success. A positive and profitable experience can be facilitated by:

1. Giving the teacher candidate an initial orientation to the school, its resources, and its policies, including any written materials.
2. Visiting the classroom.
3. It is also requested that the principal conduct a mock employment interview with the teacher candidate. This has proven to be invaluable for the teacher candidate in the future search for a teaching position.
4. According to College of Education policy, the teacher candidate cannot be assigned to substitute positions. He or she may, however, assume responsibilities in his or her placement with a certified substitute present.

Student Teaching Away Policy

Subject to approval, teacher candidates may be able to participate in Student Teaching in a school outside the Tulsa area. As part of the approved agreement with the Oklahoma Commission for Teacher Preparation, the Oral Roberts University College of Education is required to send a university representative to complete an on-site observation for all teacher candidates completing their student teaching internship assignments away from the Tulsa area. See Appendix 2 for details on application and fees for Student Teaching Away.

Scholarships and Other Financial Aid for In-Service Teachers

Paid Student Teaching Initiative

Through 2024, the OSDE Paid Student Teaching Initiative provides a \$1625 compensation at the beginning of student teaching and another payment of \$1625 upon being hired by an Oklahoma school.

Loan payment

Temple Scholarship

- Available to ORU graduates in teacher education with standard certification who have not previously received this scholarship
- Must be teaching in a Title I school
- Must be in first or second year of teaching
- \$5,000
- Applications are available in the School of Education Office

Loan Forgiveness

Perkins Loan Borrowers

- Available to full-time teachers in a Title-I school or teaching in an area of mathematics, science, foreign languages, bilingual education or any field of expertise that is designated to have a shortage of qualified teachers within the state in which the loan recipient teaches. To find these areas of certification for your state, go to <http://www.ed.gov/about/offices/list/ope/pol/tsa.pdf> or <http://www.sde.state.XX.us/> (XX- replaces these letters with the abbreviation for your state)
- A percentage of the loan is forgiven up to 100% over a period of five years for each year of teaching
- Forms are available in the ORU Student Loan Office
- For more information concerning guidelines and limitations see <http://studentaid.ed.gov/>

Loan Deferment or Forgiveness

FEEL/Stafford Loan Borrowers

- Available to teachers who are teaching in a Title I School or teaching math, science or special education
- Up to \$5,000 for most teachers; \$17,500 for teachers of math, science, or special education
- Forms may be obtained from your FEEL or Direct Loan Lender
- For more information concerning guidelines and limitations see <http://studentaid.ed.gov/>

Appendix 1

BACKGROUND CHECK AUTHORIZATION FORM

Policy and Placement Authorization and Release for Applicant

Background Checks are required for candidates of Bachelor of Science, Bachelor of Arts, Master of Education, and Doctor of Education degrees.

It is the purpose of Oral Roberts University to provide a safe Christian environment for all of those in attendance. Since we are educating persons who may be seeking to become certified professionals, criminal background checks became mandatory for undergraduate students effective September 1, 2001, and for all new master and doctoral candidates fall 2010.

Those candidates may well find in most states that a certificate will not be issued if there is a felony conviction on record. Learning of this bar to certification may change the course of desired study by those affected. The University does not want the students to invest time and money only to find out after completing their course that they cannot obtain a certificate.

1. Oral Roberts University will use the firm of Accufax or a similar firm to complete the background checks. The search fees (currently \$25.00) are covered by the student's course fees. (PED 131—Pre-clinical Experience)
2. The College of Education will notify Risk Management/Human Resources of all students needing the background check. The search will be initiated by Risk Management. An email with an authorized link will be sent from Accufax to the student's ORU email address. Upon receipt of this email, the student will be responsible for submitting the required personal information on a secure site to initiate the background check. Additional charges are incurred if the student submits inaccurate information.
3. Once the report is complete, Human Resources/Risk Management will review it, and if there is no report of criminal activity, no further action will take place. If the report does show felony criminal activity, the Director of Human Resources or designee will discuss it with the Dean or appropriate department head. The Dean or department head will discuss the report with the student in confidence.
4. No copies of the Background Check will be furnished to anyone outside Risk Management or the Dean, if necessary, of the applicable department without a signed release from the student. Contact Risk Management to obtain a release form at (918) 495-7560. These reports will not be a part of the student's record. All reports are valid four (4) years, unless otherwise notified. Students withdrawing from ORU must complete a new background check upon their return to school. All reports will be destroyed after six (6) years.
5. Keep in mind misdemeanors will not in most cases be a bar to certificate. The same thing applies to most vehicular offenses except for things like vehicular homicide or manslaughter, felony hit and run, or use of the vehicle in the commission of a felony. This background check is not used to determine eligibility for enrollment in an ORU course but rather as a

precursor to advise the student concerning a given field of study that may require a clear record for certificate or employment.

6. All reports are compiled in accordance with the Fair Credit Reporting Act (FCRA-91-508). All criminal records will be based on final disposition and are public records.
7. The student can dispute inaccurate information with Accufax. If the student tells Accufax that their file contains inaccurate information, Accufax will reinvestigate the item(s) (usually within 30 days) by presenting to their information source all relevant evidence submitted unless it is frivolous. The source must review the student's evidence and report its findings to Accufax. The source must advise national CRAs to which it has provided data of any error. Accufax will give the student a written report of the investigation and a copy of the student's report if there is any change.
8. This Background Check is for criminal activity only. The concern is for felony conviction, guilty plea, or nolo contendere (no contest plea). Offenses such as murder, manslaughter, armed robbery shooting with intent to kill, rape, grand larceny, hit and run injury, child molestation, and other sex crimes are some of the serious crimes that could prevent any type of practicum or student placement and preclude the student's achievement of course objectives essential to program completion or eventual licensure.

I have read and understand this policy and give authorization for Accufax or a similar firm to provide this information to Oral Roberts University. Any student not wishing to grant this authorization for Accufax has the right to do so. However, this will preclude any further practicum or internship required by a course of study at Oral Roberts University that requires this criminal Background Check.

Student's Full Legal Name:

First _____ Middle _____ Last _____

Student's Signature _____ Date _____

Z# _____

Contact Phone Number (_____)

ORU Email Address ONLY: _____

(You will receive an email from accufax-us.com shortly. The email will provide a link for you to enter your information and begin the background search.)

Appendix 2

STUDENT TEACHER QUALIFICATIONS & REQUIREMENTS 2022-2023

The student teaching experience is the final and culminating experience of the professional education program. The student teacher (ST) will belong to a team that includes the university clinical supervisor (CS) and the cooperating teacher (CT).

QUALIFICATIONS

- Completion of the Initial Quality Assurance System
 - Benchmark 1- PEP Admission
 - Completion of Benchmark 2 – Pedagogical Content Knowledge
- Applications deadlines:
 - For Spring placement: Monday after Fall Break
 - For Fall placement: Monday after Spring Break
- Senior standing and a cumulative GPA of 2.50, as well as a GPA of 3.0 in the major or minor in which student teaching is to be done and in all professional education courses. (No grade below "C" may apply toward the completion of the professional education courses.) This must be confirmed by submitting a current transcript. Graduate students must have a 3.0 GPA.
- Completed at least 60 hours of field-based experience.
- Taken the OSAT related to their teaching field prior to beginning student teaching.
- Be in good standing with the University.
- Submit fingerprint and pass background check (for locations see <http://www.12enrollment.com/locations?st=ok>)
- Enrollment in PED 100, PED 361, and two of the following (PED 465, 475, 485, 495). Student Teaching away will enroll in PED 100, PED 361, and PED 450

REQUIREMENTS FOR SUCCESSFULL COMPLETION

Training & Orientation:

- Student Teaching Informational Meeting (Semester before student teaching)
- Student Teaching Orientation
- PPAT Trainings
- Cooperating Teacher Trainings

Student Teacher Observations:

- Official Observations. Three visits from the clinical supervisor. One of the visits may be virtual
- Forms
 - Candidate Pre-Assessment for Teachers (CPAST) Includes a CPAST 3-Way Conference/
 - Mentoring Capacity Assessment (MCA)

Course Requirements:

- Required to pass all of the following courses: PED 100, PED 361, and the enrolled (PED 450, 465, 475, 485, 495)
- All Course related assignments

PPAT:

- Register for PPAT
- Complete and submit PPAT Task 1 to both ETS and PED 361 D2L. Must be fully attempted and to the best of your ability
- Complete and submit PPAT Task 2-4 to both ETS and PED 361 D2L. Must be fully attempted and to the best of your ability
- Submit scores for PPAT Task 1 to PED 361
- Submit scores for PPAT Task 2-4 to PED 361

Attendance:

- Oklahoma student teaching requirements
- College of Education meetings, trainings, assignments
- School district requirements for assigned placement

STUDENT TEACHING AWAY

Occasionally residential teacher candidates are approved to complete their student teaching internship outside of the greater Tulsa metropolitan area. The Oral Roberts University College of Education is required to send a university representative to complete an on-site observation for all teacher candidates completing their student teaching internship assignments away from the Tulsa area.

Requirements:

- Application for student teaching away should be made **one year** in advance of the internship semester requested—by **September the year before a fall placement** or by **February the year before a spring placement**.
- Meet all requirements for student teaching locally
- A minimum **GPA of 3.0**
- Admittance to the Professional Education Program
- Completion of **all** requirements in the degree program, except for student teaching, before entering the internship (no remaining courses)
- Attend a special required meeting for all teacher candidates seeking to complete the student teaching internship outside of the Tulsa area.
- Advisor's approval
- It is the student teacher's responsibility to contact the desired school to obtain approval in writing from the administrator to student teach in that school along with contact information prior to applying for student teaching away.
 - The school must be state or nationally accredited by an accrediting agency recognized by the UDSE
- It is the student teacher's responsibility to organize housing in Tulsa as well as at the student

teaching location

- Enroll in Student Teaching Away (PED 450), which includes a \$1300.00* course fee to cover the university supervisor expenses.

Fees:

Student Teachers completing internships at a distance are required to enroll in PED 450 – Student teaching away. This course includes a \$1300.00* course fee to cover the following financial obligations of the university clinical supervisor:

- Air or car travel to and from the student teaching internship location
- Hotel expenses at a medium to high quality hotel
- The \$40.00 per day ORU per Diem for four days
- Local travel arrangements
- Plus any additional fees required by the school or district

*Request to complete student teaching away at international sites will incur additional expenses.

GENERAL PROCEDURES

- **Role in the School:** The ST functions as a member of the staff of the school where you have been placed. Professional meetings and conferences, which the CT must attend, are a required part of the student teaching experience, as are any other duties the CT has.
- **Attendance Policy:** Promptness and regular attendance at school is expected. You are not to leave early except in emergencies. You are expected to follow the calendar of your school. Your school may wish for you to arrive a little early or stay after school for planning or preparation. This will be required as part of the professional obligation.
 - If absence is necessary, notify the principal, the CT, the CS, and the STC in advance or as early as possible during the day.
 - Only two sick days per placement are allowed. Absences in excess of these must be made up.
 - Verify illness with a doctor's excuse if requested by the STC.
- The Oral Roberts University College of Education prohibits STs from having guests in any P-12 classroom while student teaching without prior approval of the STC.
- **Corporal Punishment:** The ST should review the policy of the specific cooperating school regarding corporal punishment. Generally, under state of Oklahoma statutes, only certified school personnel should administer such punishment, and NEVER A STUDENT TEACHER
- **Substitute teaching:** ST's are **not** allowed to substitute teach during the internship experience. If the CT is absent, a substitute teacher must be assigned to the room. The ST may take full responsibility for the teaching in that case if that is appropriate, but the substitute must be in the room.

Time in Assigned Placement

Student teaching takes place over a 14-16-week period. Student teaching placements will be divided into two seven- or eight-week periods assigned according to certification area. Placement in diverse settings is priority. Credit will be given for teacher seminars or professional days only if the student participates. Sick days, weekends, holidays, or school closings due to inclement weather will not be counted toward the 14-16-week student teaching period. Placement requirements are listed below.

- Elementary Education / Special Education Learning Disabilities / Early Childhood Education / Teaching English Language Learners
 - The 14-16-week period should be divided into two equal periods spent in different classrooms. Student Teachers are required to gain exposure to both primary and upper elementary settings and both areas of certification (i.e., Elementary Education and SPED).
- Art, Music, Health/Physical, Learning Disabilities, English and Modern Languages
 - These areas receive a K-12 certification and are required to divide student teaching between elementary and secondary school settings.
- Secondary Subject Area Certification
 - The ST shall gain exposure both to junior and senior high school settings. If an alternative level placement in the subject area cannot be produced for the second seven weeks, the entire 14-16 week period may be spent in a single setting.

Teaching Responsibilities

The ST is required to demonstrate competence in a full-time teaching situation participating in as much teaching as time, energy, and skill will permit. The CT is the judge of the ST's readiness to each and will gradually increase responsibilities according to the ST's competency and manifested interest. **In each placement the ST is required to complete a minimum of two weeks of full-time teaching in which he or she assumes total responsibility for the duties of a teacher.**

There must be an opportunity to observe good teaching as well as to gain experience teaching. The teacher candidate should contact the CS if he or she feels the CT is requiring more (or less) teaching time than seems reasonable.

Student Teachers assigned to CT's who teach an advanced placement (AP) course are not allowed to take full responsibility of that class. They may, however, assist the CT in preparation for the class and/or checking assignments.

According to College of Education policy, the ST cannot be assigned to substitute positions. He or she may, however, assume responsibilities in his or her placement with a certified substitute present.

Policies of Cooperating School

Upon arrival at each placement, the ST should obtain a copy of and read the school's policy handbook. The ST should become familiar with and is responsible to follow all policies and procedures of the cooperating school, such as:

1. Schedule pertaining to arrival time, departure, and to extra duties.
2. Grades assigned to pupils.

3. Policies regarding discipline of students.
4. Attendance at faculty, PTA, in-service, and professional meetings (OEA).
5. Public relations between school and community.
6. Use of telephone by pupils and teachers.
7. Parent-teacher relations.
8. Extra class activities.
9. Use of school records, teaching materials, library books, reference books, machines, and other equipment.
10. Emergencies that involve accidents, illnesses at school, and health services.
11. Handling money collected from various drives, class funds, and payments for lunches, materials, insurance, etc.
12. Dismissal of students during school hours.
13. Playground regulations.
14. Classroom visitation by parents, former pupils, and small children.
15. Parties sponsored by the school.
16. Giving and receiving gifts.
17. Smoking by pupils and teachers.
18. Use and care of restroom facilities.
19. Traffic in the halls.
20. School cafeteria and lunchroom.
21. Transportation and parking of school buses and private cars of faculty members, pupils, and parents.
22. Field and other types of school trips.
23. Regulations concerning the teachers' lounge.
24. Preparation and presentation of lesson plans.
25. Instructions relating to fire and storm drills.
26. Procedures for absence, illness, or emergency notification.

Professional Conduct

1. As Christians entering the professional world, ST are expected to adhere to the highest standards of personal and professional conduct. Not only do they represent Oral Roberts University in the community, but it is vital that they uphold their own Christian testimony. Student teaching is an opportunity to exemplify to students and fellow teachers the character of Christ. Questionable personal or professional conduct is grounds for immediate termination.
2. The ST must follow both the University policies and those of the school where assigned. The ST should follow all regulations that apply to the regular faculty members, including the "unwritten rules" on acceptable behavior and the operation of the school. In addition, the ST is strongly urged to identify with the school, to attend sports events, and to evidence a loyalty and personal interest in the welfare of the school, the teachers, and the students.
3. The ST should be aware of the confidential nature of school records and that he/she may be privy to confidential information about students. Additionally, the school may have strict regulations that limit the ST's access to student files in accordance with state and federal laws regulating students' right to privacy.
4. **The teacher candidate is expected to follow the schedule of the school where assigned, regardless of ORU vacations.**

5. The ST should realize that the CT is essentially a volunteer who wishes to make an investment in the future of teaching. You are urged to develop a positive working relationship with your cooperating teacher, to seek his/her advice, and to respond to suggestions and constructive criticism.
6. Understanding Students: The students you will teach are individuals, and much of your success as a teacher will depend upon your ability to understand them and to plan your teaching for them as they are, not as you think they should be. All students in the classroom should be studied. Show in your weekly reports what you have done to increase your understanding of your students through (1) analysis of class behavior, (2) conferences with individuals, and (3) study of school records.
7. Professional Reading: As problems arise or help is needed in making teaching plans, you are expected to do professional reading from the references you have with you from the ORU library, and from sources available through the school. You will also want to become thoroughly familiar with the textbooks and other instructional materials that you will use in teaching.
8. Appropriate Dress: Follow the example of the teachers in your school and the principal's direction in regard to appropriate dress and hair length. Jeans are only to be worn on specially designated days such as School Spirit Day. Your refusal to comply with the school standard for appearance may result in immediate suspension from student teaching.
9. Extra Class and School-wide Activities: You are expected to attend PTA meetings, make home visitations with your CT, attend faculty meetings and other professional meetings, and participate in extra class and school-wide activities. **THESE ALWAYS HAVE PRECEDENCE OVER ACTIVITIES LISTED ON YOUR WORKLOAD.** Classes on campus and Student Teaching Seminar take precedence over school activities. Check to see if your school needs verification of your ORU classes.
10. Conferences: Your CT will probably arrange regular conferences with you so that the two of you can discuss your work. If you need to talk with your CT, do not hesitate to ask for a conference. Your CT is interested in helping you do a good job.

Appendix 3

ROLE OF CLINICAL SUPERVISOR 2022-2023

The clinical supervisor will be the primary mentor, evaluator, and coach for the student teacher. This will include formal and informal meetings, formative and summative feedback, and advocacy. The clinical supervisor will represent the Oral Roberts University College of Education and extend the “Transformed Educator” process aimed at creating “Whole Leaders for the Whole World.”

GOAL

To provide the student teacher with professional mentoring through observation, evaluation, feedback, and support for pedagogical content knowledge, disposition, and performance.

QUALIFICATIONS

Required:

- 3 years of P-12 teaching experience in an accredited P-12 school
- Completion of a teacher certification program from an approved Education Preparatory Program
- Experience working with diverse students

Preferred:

- Administrative experience to include teacher evaluations
- Experience with mentoring and providing professional development
- Experience teaching with technology

EXPECTATIONS

Training & Support:

- Fall Assessment Day
- Spring Assessment Day
- Senior Day
- Accreditation Support

Student Teacher Observations:

- Each student teacher placement will require: Three clinical visits, one of which can be virtual
- Cooperating Teacher Orientation
- Forms: Candidate Pre-Assessment for Teachers (CPAST). Mentoring Capacity Assessment (MCA)

PPAT Coaching:

- Guidance and Support for PPAT Task 1-4
- Evaluate PPAT Task 1
- Review PPAT Task 2-4

ROLE OF COOPERATING TEACHER 2022-2023

According to Oklahoma Guidelines, the Cooperating Teacher (CT) must have a minimum of three years classroom teaching experience as a certified teacher and hold a standard certificate in the area in which (s)he is supervising. Serving as a CT is a voluntary role that requires the ability to mentor adults and have a positive effect on student learners. These skills are critical to the development of future teachers.

The CT is expected to create an enriching experience both for the students in the classroom and the Student Teacher (ST) by retaining responsibility for the classroom while guiding the ST through such activities as learning students' names, tutoring individual students, working with small groups, developing a teaching unit, teaching one class/subject, and finally teaching multiple classes/subjects. To accomplish this goal, the CT is expected to

- Orient the ST to the learning environment and assist in developing a professional relationship with the larger school community.
- Treat the ST as part of the teaching team by providing access to IEPs of students with whom they will be working and gradually increasing responsibility for planning and implementation of lessons (*refer to Timeline of Responsibilities*).
- Maintain an open line of communication with university personnel (Clinical Supervisor, Student Teaching Coordinator)
- Conference regularly with the ST, making sure (s)he is free to ask questions and offer suggestions.
- Offer consistent feedback on lessons taught and the management of student behavior, preferably in writing.
- Encourage the ST to reflect each day on class activities asking: "How can I increase student learning or performance?"
- Support the ST in attending parent/teacher conferences and staff development programs planned for teachers.
- Complete all paperwork supplied by ORU College of Education.

ORIENTATION TO THE LEARNING ENVIRONMENT

- Acquaint the intern with the layout of the school and the classroom. Consider providing a copy of the fire escape route to help familiarize him/her with the building.

- Introduce the ST to administrators, faculty, and staff. It may be helpful to provide the ST with a copy of the faculty/staff page from last year’s yearbook to help connect names and faces.
- Review the classroom and school routines (specials schedules, lunch schedule, recess, library, computer, etc.).
- Provide access to your teacher handbook, a student handbook, and other school policy manuals to ensure the ST is familiar with the expectations of teachers and students within your building.
- Provide a desk, table or other workspace for the ST to use throughout the placement. Consider stocking it with a few amenities to distinguish it from the students’ work area. Suggestions include an adult-sized chair, stapler, tape dispenser, writing utensils, sticky notes, and the like.
- Provide access to curriculum guides, teacher’s manuals, and commonly used instructional materials to help the ST gain an understanding of the programs expected to be used.
- Provide the ST with your contact information (phone numbers, email) and the school’s contact information to ensure that you are alerted in case of an absence or emergency.

TEAM TEACHING

As a participant observer, the ST should generate questions to aid in their learning. Discussion of the observations with the CT is invaluable in helping assure the intern’s understanding of the obvious as well as the subtle occurrences taking place at a given time. Through these discussions, the intern should come to know the CT’s philosophy of education and the “hows” and “whys” of what the teacher does each day. The ST and CT should routinely

- Discuss the construction of lesson plans and all the considerations unique to this particular class, subject, level, etc.
- Discuss various ways that lessons are introduced and closure is provided in differentiating learning for all students.
- Analyze discipline cases that arise, suggest preventative discipline strategies, and discuss ways of handling problems within the guidelines of classroom rules and school policy.
- Note the social and psychological characteristics of the class and the ramifications of such attributes.
- Observe and discuss a variety of assessment techniques and how this information is recorded and reported to parents.

CONSTRUCTING LESSON PLANS AND LEARNING ACTIVITIES

The CT should explain how they make curricular decisions, locates materials for the lessons, and writes

lesson plans. As the ST assumes responsibility, they should still discuss lesson possibilities before planning and should submit completed plans for the CT's final approval before the lessons are taught. Each ST is required by the College of Education to develop, teach, and analyze lesson plans.

TEACHING RESPONSIBILITIES

The ST should have ample opportunity to observe the CT instructing each subject/period before assuming the responsibility. Induction into actual teaching should proceed gradually and be accompanied by feedback in which a regular debriefing time is established to review each day's performance. The following questions can be used to generate thinking and promote discussion of the ST's perspective on the experience:

- What were the strengths of the lesson/experience?
- What successes can be identified?
- What were the causes of the successes?
- What did not go as smoothly as I would have liked?
- What could I have done differently to improve the outcome?
- To what degree did I manage behavior and provide quality instruction?
- To what degree was my instruction differentiated?
- What evidence do I have that learning took place?
- What content needs to be retaught? How will I accomplish this? When?
- What **one** thing will I correct in my next opportunity to teach?

The ST should be encouraged to take notes during these conferences, provide specific comments rather than general ones (i.e. explaining that the use of humor was helpful in maintaining student attention is better than sharing that the lesson went well), and set improvement goals as they strive to improve instructional/management abilities.

Following, the CT should check to see that an attempt is made by the ST to implement the feedback and work toward their goals. The CT should, as necessary, model additional lessons and discuss areas of accomplishments and concerns.

In a case where progress is not being made, the CT should notify the CS immediately for further assistance. It is important that there is no delay in seeking assistance so that there would be time left during the placement for improvement to be shown. Documentation by the CT of problem situations and efforts toward improvement is critical.

ATTENDANCE

Student Teachers are required to arrive in a punctual manner and are instructed to follow the school's check-in/check-out procedures. The ST should follow the district policy on teacher arrival/departure times and are expected to invest a *reasonable* amount of extra time before and/or after school as identified by the CT for debriefing, planning, and lesson preparation. A discussion with the ST about the matter should take place within the first couple of days of the placement so that a regular routine can be established.

Additionally, ST are expected to attend functions outside of the regular school day with the CT to include but not limited to PTA meetings, parent conferences, class musicals, Board Meetings, curriculum workshops, etc. Exceptions will be made on an individual basis and are allowed when the ST is enrolled in an evening course at the university.

Student Teachers are allowed ONLY 2 absences (including inclement weather, illness, and personal situations that may arise) during their placements. Any absences in addition to 2 MUST be rescheduled. Every absence must be reported to the CT, school office, CS, and CST. The CT should document attendance to identify patterns of behavior and provide evidence in the case that punctuality and attendance becomes an issue.

FORMAL EVALUATIONS

In addition to informal conferences and discussions of progress, the CT is responsible for completing a formal evaluation using the Candidate Performance Assessment for Student Teaching CPAST.

- Complete two formal observations to gather data. One during week 3 or 4 and one during week 6 or 7.
- 3-Way Conference: Meet with the CS and the ST for a conference after the second performance evaluation to come up with an agreed upon final score.
- The CS will record the final scores after the conference on the Consensus Scores sheet.
- Set goals with the student teacher and CS during the consensus conference to highlight strengths and weaknesses and set goals for focused growth. Goals will be recorded on the Consensus Score sheet.
- It is critical that the comment section of these forms be completed with appropriate feedback. Additional comments may be inserted as needed in any of the rows in the upper portion of the form. The CT and CS should discuss the evaluation with the intern, pointing out strengths and weaknesses and helping to establish goals for improvement based on this information.

Other forms that will be required of the CT to complete before or during the last week of the placement include a Timeline of Responsibilities and a Cooperating Teacher Response Form.

Assistance During the Observation Phase

Prior to the time when the ST assumes responsibility for teaching a class, he or she is an observer/participant in the classroom. Discussion of the observations is invaluable in helping assure the ST understanding of the obvious as well as the subtle occurrences during the course of each day. Through these discussions, the ST should come to know the CT's philosophy of education as well as the "hows" and "whys" of what the teacher does each day. The ST should interact with the CT in the following ways:

1. Observe and discuss the construction of lesson plans and all the considerations unique to this particular class, subject, level, etc.
2. Observe and discuss various ways that lessons are introduced in different classes and at differing levels.
3. Observe and discuss various methods of closure.

4. Discuss individual differences and ways of differentiating behavior and instruction.
5. Analyze discipline cases that arise, suggest preventative discipline strategies, and discuss ways of managing the classroom within the guidelines of classroom rules and school policy.
6. Note the social and psychological characteristics of the class and the ramifications of such attributes.
7. Observe and discuss a variety of assessment techniques and how this information is recorded and reported to parents.

Allowance for Increased Responsibility

It is crucial to have the ST assume responsibilities preceding his/her actual teaching experience. The pace at which this will occur will vary from school to school, by grade levels or class, and according to the ST's demonstrated readiness. A major objective in following this procedure is so that the ST can gain skill and confidence in preparation for greater responsibility. Early responsibilities can include the following:

1. Taking attendance
2. Administering and checking tests
3. Giving class assignments
4. Giving individual help to students
5. Reading aloud to the class
6. Sharing in lesson planning
7. Assuming playground supervision of the group
8. Observing parent-teacher conferences
9. Creating bulletin boards

Responsibilities will continue to be assumed until the ST is responsible for all planning, teaching, assessment, and supervision duties that the CT is assigned. A Timeline of Responsibilities, included in the packet of CT materials, is to be developed by the CT and ST as a rough guideline to indicate the proposed assumption of duties. This will help in determining a reasonable pace of increasing participation. The ST will turn this in to his or her University supervisor at the end of the first week of the placement. A copy of the timeline should be retained by the CT.

Assignment of Teaching Duties

The ST should have ample opportunity to observe the CT instructing each subject/period before attempting to teach that class. Teaching should begin as soon as the CT believes the ST is ready to assume this responsibility. This decision is made jointly by the ST and the CT. Induction into actual teaching should proceed gradually to allow ample time for the teacher candidate to be responsible for the classroom. If needed, the CT should model a lesson for the ST if there is an area of weakness. Then have him or her resume that subject after the model lesson is discussed with the CT.

In order for the ST to make maximum progress in acquiring teaching skill, feedback is imperative. The CT should establish a regular debriefing time with the ST in order to review each day's performance. First, ask the ST to analyze the lesson. The following questions can be used to guide this analysis:

1. What went well?
2. What did I do to cause it to go well?
3. What did not go as smoothly as I would have liked?
4. What could I have done differently to improve the outcome?

After the TC has completed this analysis, the CT can add any additional comments about the lesson that were not mentioned. Specific comments are more helpful than general ones. (For example, telling the ST that his smooth transitions helped the students stay focused is more helpful than saying that the lesson went well.) The ST should be encouraged to take notes during these conferences and to set improvement goals for the next lesson, the next week, etc. as he or she strives to improve instructional skills.

The CT should check to see that an attempt is made by the ST to implement the feedback given. After the ST begins teaching the teacher should, as necessary, model additional lessons and/or discuss again any areas of concern. If progress is not noted, the CS should be contacted for further assistance. It is important that in a case such as this, there should not be too much delay in seeking assistance so that there would be time left during the placement for improvement to be shown.

Constructing Lesson Plans and Learning Activities

The CT should explain how he or she makes curriculum decisions, locates materials for the lessons, and writes the lesson plans. As the ST picks up this responsibility, he or she should still discuss lesson possibilities before planning and should submit completed plans for the cooperating teacher's final approval before the lessons are taught.

Each ST is required by the College of Education to develop, teach, and analyze a lesson in depth for purposes of inclusion in his or her portfolio. A discussion of and preparation for this assignment should take place early on so that there will be time to accomplish it during the placement.

PPAT

The candidate will be submitting the Praxis Performance Assessment for Teachers (PPAT) documents during the first placement. The CT needs to support this process, to include collecting student waivers and working with the external timelines established by ETS.