



CAEP Council for the
Accreditation of
Educator Preparation

Southeastern Oklahoma State University

Professionals for the 21st Century

Competent • Committed • Ethical



Teacher Education and Student Teaching Handbook

Approved, Fall 2023

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DIRECTOR OF TEACHER EDUCATION STATEMENT

Congratulations on preparing to enter the most important profession possible, “the one profession that creates all other professions” (source unknown). Over the next two years you will likely experience the full range of emotions as you work and grow toward becoming a teacher. Southeastern has a proud century-plus tradition of preparing the best quality educators for service in public schools. Our faculty and staff have high expectations for you, just as you have for yourself. In partnership with our area public schools you are being provided opportunities to learn from master teachers. It is our hope that you will take full advantage of each and every opportunity that comes your way.

Southeastern has provided you the best and latest in terms of research-based pedagogical/technological skills and content knowledge. Now starts the real process of learning how to apply what you have learned in today’s diverse classrooms. You will also have opportunities to learn how to work in collaboration with fellow professional educators, parents, and other stakeholders in the school community.

Throughout the process, remember your mentor teachers will learn from you as well. Have confidence in the preparation Southeastern has and will continue to provide you. Be willing, within the professional context, to take risks by trying new strategies. You will learn, as your mentors continue to, that some of your new ideas will be successful and others may not. Teaching is a marathon, not a sprint, so perseverance and resilience are essential. Please stay in close touch with your education and content area professors; they are here to support your learning. If we in the Teacher Education Services Office can be of service, please do not hesitate to ask.

Dr. Stewart Mayers
Director of Teacher Education

FOREWORD

Each step of the process of preparing professional educators is vital. Classes provide needed content knowledge in a variety of teaching fields. Observations in the field allow preservice teachers to see seasoned veterans applying that knowledge in actual classrooms. The student teaching experience is the capstone; it is the preservice teacher’s first opportunity to “walk in the shoes” of those they have observed. Student teachers are not expected to have the same degree of expertise, nor the experience, of the veterans they have observed. Student teaching is an important learning opportunity not only for the preservice teacher, but for the mentor teacher and the students as well.

The Teacher Education and Student Teaching Handbook has been prepared to guide you through the processes necessary for completion of your degree and certification as a professional educator. It not only describes policies to follow, but also describes the preservice teacher’s responsibilities as a student in the Teacher Education Program at Southeastern and as a learning professional in the public schools. Preservice teachers are urged to give each opportunity her/his full attention and energy. By doing so, you will be among the best prepared professional educators around.

The Office of Teacher Education Services expresses its deep gratitude to the professional educators from our area public schools that willingly partner with us to provide the best preparation possible for our preservice teachers. We could not be successful without our partners’ willingness to open their schools and classrooms.

Office of Teacher Education Services

PART I: TEACHER EDUCATION PROGRAM (TE)

This handbook contains the requirements for graduation and certification for an initial teaching degree. The attached material does not include a list of courses that must be completed for graduation in your area of subject matter education; this should be obtained from your major department/advisor.

If you have any questions about the enclosed materials and your responsibilities, please contact your major advisor, department chair, or the office of Teacher Education Services.

Read this handbook carefully.

YOU ARE RESPONSIBLE FOR KNOWING THE CONTENTS OF THIS HANDBOOK

TEACHER EDUCATION SERVICES

One of the main functions of the Office of Teacher Education Services is to assist educator candidates at the initial and advanced levels in obtaining their professional credentials. In addition, the Office of Teacher Education Services processes department candidate applications for admission to Teacher Education and student teaching.

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Disability Accommodations: Any student needing special accommodations due to a disability should contact the Abbie Stewart, Office of Disability Services, Glen D. Johnson Student Union Building, Suite 328 or call (580) 745-3036 (TDD 580-745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability-related accommodations in a timely manner.

Equity and Non-Discrimination Statement: Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Dr. Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.

Teacher Education Programs

Initial Education Degree Programs

Elementary

Elementary Education (1-8)

Early Childhood (PK-3)

Elementary-Secondary (Grades P-12)

Art Education

Health & Physical Education

Instrumental Music Education

Vocal Music Education

Secondary (Grades 6-12)

English Education

Math Education

History (Social Studies) Education

Advanced Education Degree Programs

Master of Education in Educational Leadership (Academic Track, Principalship* and Superintendent*)

Master of Education in School Counseling*

Master of Education in Curriculum and Instruction

Master of Education in Special Education

Master of Music Education

***Leads to Oklahoma Certification**

EDUCATORS MOST NEEDED IN OKLAHOMA

Teacher Shortage Areas for 2023-2024

Art

Early Childhood

Elementary Education

Mathematics

Music (Instrumental and Vocal)

Physical Education

Special Education

Science

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

CERTIFICATION & GENERAL EDUCATION REQUIREMENTS

The general education requirements for teacher certification are established by the Oklahoma State Regents. The general education requirements for graduation are established by the University.

TEACHER CERTIFICATION (Elementary, Early Childhood, and Special Education majors only)	GENERAL EDUCATION
<p>Teacher candidates in elementary, early childhood, and special education will have subject area concentrations in social studies, math, science, and language arts as follows:</p> <p>Social Studies: HIST 1513 American History to 1876 HIST 1523 American History since 1876 POSC 1513 American Federal Government GEOG 2723 Regional Geography of the World</p> <p>Science: BIOL 1114 General Biology PSCI 1114 General Physical Science SCIE 3224 Earth, Space, & Environmental Science for Elementary Majors</p> <p>Language Arts: ENG 1113 Grammar and Composition ENG 1213 Grammar and Composition COMM 2213 Business and Professional Speaking HUM 2113 Humanities Or HUM2223 Humanities Or HUM 2313 Introduction to Literature</p> <p>Math: MATH 1303 Math in the Liberal Arts MATH 1513 College Algebra Or MATH 1543 Algebra for the Sciences MATH 3123 Finite Mathematics for Elementary majors MATH 3133 Geometry for Elementary majors</p> <p style="text-align: center;">*FOREIGN LANGUAGE COMPETENCY</p> <p>The foreign language competency is a requirement for all elementary, Secondary and PK-12 majors beginning with freshmen students entering universities in the fall 1997. Degreed candidates seeking initial licensure who are admitted to Educator Preparation during or after fall 1997 must also meet this requirement.</p> <hr/> <p>*Foreign Language Competency:</p> <p>1. Take a three-hour class in a language other than English to be eligible for teacher certification. Teacher candidates must pass the course with a "C" or better and must demonstrate "Novice-High" conversational competency in that language their performance during the oral "interview" section of their final exam. Southeastern's courses meet this requirement; other universities may or may not.</p>	<p>Elementary, secondary, and PK-12 majors must meet these General Education requirements for graduation.</p> <p>____1. Six hours of English: (ENG 1113 and 1213)</p> <p>____2. Three hours of American History: (HIST 1513 or 1523)</p> <p>____3. Three hours of Political Science: (POSC 1513)</p> <p>____4. Three hours of Speech Communications: (COMM 1233 or **2213) **2213 is required for all Educator Preparation candidates.</p> <p>____5. Three hours of Social Sciences: (ECON 2113, GEOG 2723, or SOC 1113)</p> <p>____6. Three hours of Mental and Physical Health: (KIN 1113 or PSY 1113)</p> <p>____7. Four hours of Biological Sciences: (BIOL 1114, BIOL 1404)</p> <p>____8. Four hours of Physical Sciences: (PSCI 1114, 1214, 3114; CHEM 1315; PHYS 1114 or 2015)</p> <p>____9. Three hours of Mathematics: (MATH 1303, 1513, 1543, 1613, 2013, 2113, 2143, 2215, or 2283)</p> <p>____10. 3-6 hours in Humanities, Philosophy, and Literature: (HUM 2113, 2223, 2453; HUM 2313 or ENG 2313; or PHIL 2113)</p> <p>____11. 3-6 hours of Fine Arts: (MUS 1113, 1123, 3113, 3123; ART 1003, 1103, 2103, 2113; THTR 1113, 1143, 2513, or 2613)</p> <p>____12. 0-3 hours of Foreign Language*</p> <p>____13. Computer Proficiency Requirement</p> <p>*The foreign language competency is a requirement for all elementary, secondary, and PK-12 majors beginning with freshmen students entering universities in the fall 1997 AND degreed candidates seeking initial Oklahoma Licensure admitted to Educator Preparation during or after fall 1997.</p>

PROFESSIONAL EDUCATION REQUIREMENTS

(Minimum 33 hours)

Admission to Teacher Education **is not required** for the following courses:

- _____ EDUC 2000, Field Experience I (15 hours in public schools)*
Prerequisite: 30 semester hours completed
- _____ EDUC 2013, Foundations of Education
Prerequisite: 30 semester hours completed; EDUC 2000 must be taken concurrently
- _____ SPED 2123, Introduction to Individuals with Exceptionalities
- _____ EDUC 3313, Technology Integration for the Classroom
University computer proficiency requirement must be met before or may be taken concurrently
- _____ PSY 3123, Child and Adolescent Development

Admission to Teacher Education **is required** for the following courses:

- _____ EDUC 3434, Teaching Strategies and Progress Monitoring
Prerequisite: EDUC 3313
- _____ EDUC 3002, Field Experience II: Student Teaching Internship (50 hours in public school)
Prerequisite: EDUC 2000; EDUC 3002 must be taken concurrently with EDUC 3434
- _____ EDUC 4443, Classroom and Behavior Management

- _____ Methods of teaching in your major area(s)

Admission to student teaching is required for the following course:

- _____ EDUC 4000, Pre-Student Teaching Field Experience III (10 clock hours in public school)
Prerequisite: EDUC 3002 completed; must be taken concurrently with Student Teaching
- _____ EDUC 4919, Student Teaching Experience (9 semester hours)

Suggested Professional Education Course Sequence:

Sophomore:	EDUC 2000	Field Experience I*
	EDUC 2013	Foundations of Education
	SPED 2123	Introduction to Individuals with Exceptionalities
Junior:	EDUC 3313	Technology Integration for the Classroom
	PSY 3123	Child and Adolescent Development
Senior	EDUC 3002	Field Experience II: Internship for Student Teaching
	EDUC 3434	Teaching Strategies and Progress Monitoring
	METHODS	Methods of Teaching (In your major area; may be taken last semester, if offered)
	EDUC 4443	Classroom and Behavior Management
Last semester	EDUC 4000	Pre-Student Teaching Field Experience III
	EDUC 4919	Student Teaching Experience (9 credit hours)

*Required of all transfer students.

TEACHER EDUCATION PROGRAM (TE) & GRADUATION REQUIREMENTS
CRITERIA FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM

<u>Academic Performance</u>	<u>Requirements</u>	<u>When</u>	<u>Where</u>
__Retention/Graduation	2.75 GPA	50 hours completed	
__All work at SE	2.75 GPA	50 hours completed	
__All work in General Education	2.75 GPA *see alternative options on page 8	50 hours completed	
__All work in major	2.75 GPA	50 hours completed	
__ENG 1113	No grade lower than "C"	Freshman year	
__ENG 1213	No grade lower than "C"	Freshman year	
__COMM 2213	No grade lower than "C"	Fr. or So. year	
__Foreign language requirement	No grade lower than "C"	Fr. or So. year	
__Anthology (formerly C & W) Portfolio Module I	Up-to-date when applying for admission to EPP	50 hours complete	

<u>Action</u>	<u>Requirements</u>	<u>When</u>	<u>Where</u>
__Apply for Admission to TE	All Items Listed Above	After all criteria are met	Canvas
__Disposition checklist completed	Department completed	When applying to TE	Canvas
__Complete "Proof of Exp. Working with Children"	See application	When applying to TE	Canvas
__Write "Commitment to Teaching"	A page on commitment & interest in teaching	When applying to TE	Canvas
__Departmental Review	Department Chair/Designee Approval	When applying to TE.	Canvas

TEACHER CANDIDATE RESPONSIBILITIES FOR PROGRAM COMPLETION

<u>Action</u>	<u>Requirements</u>	<u>When</u>	<u>Where</u>
__Anthology (formerly C & W) Portfolio	Collaborate completed portfolio Modules 1, 2, and 3	Begun in initial Education class	Purchased at SE Bookstore
__Check liberal arts/sciences	When advised for	Major Department enrollment	
__General Education Check	Junior Standing	After 3 rd week of semester (Appointment required)	Registrar (A-100)
__Register and pass Certification Examinations for Oklahoma Educators (CEOE) or PRAXIS	Prior to Student Teaching Prior to Certification	OSAT after 90 hours PPAT during student teaching semester	www.ceoe.nesinc.com https://www.ets.org/praxis/site.html
__Apply for Admission to Student Teaching (Portfolio Modules I, II, III must be complete before Student teaching BEGINS)	Accepted to Teacher Education w/2.75 GPA (Ret/Grad, SE, Gen-Ed, Major) hours completed and OSAT/PRAXIS passed	After all criteria are met	
__Final Graduation Check	Graduating senior pay fees; appointment required with Registrar	2 nd to 8 th week of final semester	Take clearance form from advisor to Registrar (A-100)
__Anthology (formerly C & W)	Must be complete	Latter part of graduating semester	Anthology (formerly C & W)
__Apply for Teaching Certificate in your Oklahoma State Dept. account	Graduating senior	2 - 4 weeks after graduation	www.ok.gov/sde

TEACHER EDUCATION ADMISSION/RETENTION COMMITTEE (TEARC)

The Teacher Education Admission/Retention Committee (TEARC) meets twice each semester to consider teacher candidates for admission to the Teacher Education Program (TE) and/or the student teaching program. Admission is necessary prior to enrolling in restricted professional education courses.

Teacher candidates may be admitted to the Teacher Education Program when they have completed 50 college hour credits and meet the admission criteria. The application for admission to the TE Program is located in the back of this handbook, page 20.

TEACHER EDUCATION ADMISSION Full Admission

The following admission criteria for full admission should be completed within the first 50 hours.

Transfer students and those students who have completed an associate degree program from a junior college must complete one semester (minimum of 8 hours) at SE to become eligible for formal admission to the Teacher Education Program. Each academic department offers advisement to enable the teacher candidate to progress through the requirements for admission without delaying completion of the program requirements for graduation. **All transfer students are required to take EDUC 2000.W3.**

I. Completed TE Application

1. All criteria met
2. All required forms attached.

II. Academic Performance Standards

- A. A minimum grade point average of at least 2.75 in all four of the following areas:
 1. All college work (retention/graduation) - 2.75
 2. All work at SE - 2.75
 3. All work in major field - 2.75
 4. *All Gen Eds – 2.75

***In accordance with OSHRE policy any of the following can be accepted in lieu of the 2.75 Gen Ed GPA requirement.**

1. A score of 22 or better on the American College Testing (ACT) The writing portion of the test must be included.
2. A score of 1120 or better on the Scholastic Aptitude Test (SAT)
3. Score at or above the level designated by the State Regents for math (150), reading (156) and writing (162) on the PRAXIS Core Academic Skills for Educators Test.
- B. Completion of a foreign language course with a grade of “C” or better is required for admission to the Teacher Education Program. *CLEP is accepted*
- C. Complete English 1113 and 1213, or equivalent with a grade of “C” or better. *CLEP is accepted*
- D. Complete COMM 2213, Business and Professional Speaking, with a grade of “C” or better.
- E. Proof of completion of Anthology (formerly Chalk & Wire) portfolio requirements for any completed professional education courses and courses accepted for transfer is required for admission to Teacher Education.

NOTE: The “Academic Forgiveness Provisions” and the “Academic Reprieve Policy”

are not used for admission to Teacher Education.

III. Departmental Review

Each teacher candidate is reviewed by his/her major department when applying for admission to the Teacher Education Program. Each department housing a teacher education program is required to have a departmental review process for applicants to the teacher education program. This review may be done by a committee of faculty involved in the teacher education program, by the department chair or by her/his designee. **This process must be put in writing and a copy placed on file in the Teacher Education Services office.**

IV. Dispositions, Commitment to Teaching, and Experience Working with Children

A. Dispositions

Faculty and field mentors will periodically evaluate the teacher candidate's dispositions which are important for prospective teachers. Candidates are evaluated at least three times: in EDUC 3313, Integrating Technology in the Classroom, admission to Teacher Education, and admission to Student Teaching. Evaluations for application to Teacher Education and Student Teaching will be done by the student's content department. All evaluations will be submitted to the Office of Teacher Education Services through Anthology (formerly C & W).

Dispositions (see p. 23 of this handbook) are scored not observed, 1 (unacceptable), 2 (meets) or 3 (exceeds). Any candidate receiving more than one unacceptable rating in any of the three categories (competent, committed, ethical) will be required to meet with the Coordinator of Field Experiences to discuss the evaluation. A second such evaluation requires review by the Director of Teacher Education and could result in the student being removed from the field experience.

B. Commitment to Teaching

Each teacher candidate will submit a written statement on his/her commitment and interest in teaching on the formal application for admission to the Teacher Education Program. The department will review the statement and, if needed, have the teacher candidate revise or make any correction necessary to this document. The department's review also needs to verify this commitment.

C. Experience Working with Children

Each teacher candidate will complete the "Proof of Experience Working with Children" form to provide evidence of having worked with children or youth in a variety of situations.

V. Assessment for Admission

The department review will verify the successful completion of each of the above requirements for admission to the Teacher Education Program. The reviewer will submit her/his recommendation, along with the application, via Canvas, to the Office of Teacher Education Services for consideration by the Teacher Education Admission/Retention Committee (TEARC). The TEARC is a subcommittee of the Teacher Education Council. The TEARC meets each semester as needed. These meetings are closed meetings.

VI. Admission to Teacher Education is valid for a five-year period. Applicants who discontinue enrollment are subject to the admission standards currently in place upon their return.

FIELD EXPERIENCE PLACEMENT

As required by the Oklahoma Office of Educational Quality and Accountability (OEQA) and the Council for Accreditation of Educator Preparation (CAEP), Southeastern students are required to complete a set of diverse field experiences by completing EDUC 2000, EDUC 3002, and EDUC 4000 (Pre-Student Teaching Field Experiences I, II and III respectively). All SE students in these courses must complete a background check (at the student's expense) prior to being placed in a public school for field experience purposes. Some local public schools require their own "in-house" background checks. Students observing/working in these school districts must complete the in-house background checks in addition to SE's background check. Background checks are due in the Office of Teacher Education no later than August 31 for the fall semester and January 31 for the spring semester. Students whose background checks are not completed by this deadline will receive a failing grade in their field experience course. Any exceptions to this policy must be approved by the Director of Teacher Education.

Under Oklahoma law, "no person shall receive an Oklahoma certificate/license who has been convicted of a felony, any crime involving moral turpitude, or a felony conviction of the narcotics laws of the United States or the State of Oklahoma, provided the conviction was entered within the ten (10) year period immediately preceding application for teacher certification." It is the policy of Southeastern Oklahoma State University to not place any student in a public school for a field experience course who has such a conviction on record within the past 10 years.

RETENTION IN TEACHER EDUCATION PROGRAM

Each semester, the teacher candidate's advisor and the Office of Teacher Education Services audits grade point averages on teacher candidates admitted to the Teacher Education Program. Those teacher candidates failing to maintain a minimum grade point average of 2.75 (Retention/Graduation, Southeastern, general education, and major) after admittance will automatically be placed on probation.

Failure to achieve a minimum grade point average of 2.75 in each of the four areas during the probationary term may cause the teacher candidate to be withdrawn from the Teacher Education Program.

Any candidate with a disposition deemed unacceptable by the major department (**scored a "1"**) will be reassessed by the Teacher Education Admission/Retention Committee (TEARC). After reassessment, the candidate may be admitted, denied admission, or admitted on probation to teacher education. TEARC action will be final unless the teacher candidate requests due process. Due process must be initiated by the teacher candidate through his/her major department.

TEACHER EDUCATION PROGRAM APPEALS POLICY

Applicants denied admission to the Teacher Education Program or student teaching may request a review by submitting new information to the Teacher Education Admissions/Retention Committee (TEARC). The TEARC members conduct a special inquiry and a personal hearing for the teacher candidate. If the denial status prevails after the special inquiry, the teacher candidate may appeal in writing to the Teacher Education Council. The teacher candidate and the TEARC Committee members will have an opportunity to speak before the Teacher Education Council. The TEARC members are excluded from voting. The Teacher Education Council is the last appeal at Southeastern.

TEMPORARY ADMISSION TO THE TEACHER EDUCATION PROGRAM

The department chair/designee may formally request approval from the Teacher Education Admission/Retention Committee for the temporary admission of a teacher candidate. Temporary admission is valid for one semester only. Full admission must be secured to continue enrollment in restricted classes.

Temporary admission in restricted professional education courses may be granted to a teacher candidate who can meet full admission requirements by the end of the semester in which the temporary admission is granted. To continue enrollment in any restricted professional education courses, full admission requirements to the Teacher Education Program must be met at the end of the semester. Teacher candidates are responsible for securing advisement needed to ensure that full admission is obtained.

The teacher candidate must have an application on file in the Office of Teacher Education as well as a letter from his/her department recommending a teacher candidate for temporary admission in cases of extreme circumstance.

PART II: STUDENT TEACHING PROGRAM

STUDENT TEACHING ADMISSION

Teacher candidates are urged to apply for student teaching **when all criteria are met** and as early as possible during the semester prior to which the teacher candidate plans to student teach. The minimum grade point average requirements for admission are 2.75 in all college work (Retention/Graduation), in all work at Southeastern, all gen eds*(see alternatives page 8), and in all work in the major field. Applicants must also have successfully passed the Oklahoma Subject Area Test (OSAT) or PRAXIS subject area test to be eligible to begin student teaching. The application requires the approval of the appropriate department chair/designee, based upon the applicant's demonstrated knowledge of subject matter; intellectual, emotional, and social maturity; ability to communicate effectively; and other qualities or limitations.

All course work in general education, major subject area, and professional education will have been completed prior to the beginning of student teaching. If additional coursework needs to be completed during the student teaching semester, the student's written request must be submitted to the content area department for approval. After department approval, the student must submit the written request indicating departmental approval to the TEARC with the student's application for admission to student teaching for final approval. Please note that methods (if offered on a four-week block) may be taken on an accelerated basis during the first part of the student teaching semester without prior approval. The final field experience, EDUC 4000, is taken concurrently with student teaching (EDUC 4919). The teacher candidate must complete 60 days of student teaching. This state/CAEP requirement for certification must be met during the student teaching semester.

To be admitted, the applicant must have met and maintained all criteria for admission to the Teacher Education Program, including the required grade point averages (Retention, SE, general education, and major). Applicants must also have a passing score on either the Oklahoma Subject Area Test (OSAT) or PRAXIS subject area test and have Anthology (formerly C & W) up to date before beginning student teaching. The applicant must have the approval of the appropriate department chairperson.

The office of Teacher Education Services verifies all information and submits the application to the Teacher Education Admission/Retention Committee. The TEARC grants or denies the teacher candidate admission on the basis of its findings. If a teacher candidate is denied admission, the academic department will provide guidance to meet his/her vocational needs. In the event the teacher candidate requests reconsideration, the

resulting decision stands for one semester; after that time, the TEARC members will reconsider a case if the teacher candidate presents new evidence and requests reconsideration. Admission appeals will be made to the Teacher Education Council. **Any unacceptable disposition rating on an application for student teaching requires a TEARC review to determine candidate admissibility to student teaching.**

APPEALS

Applicants denied admission to the Teacher Education Program or student teaching may request a review by submitting new information to the Teacher Education Admissions/Retention Committee (TEARC). The TEARC members conduct a special inquiry and a personal hearing for the teacher candidate. If the denial status prevails after the special inquiry, the teacher candidate may appeal in writing to the Teacher Education Council. The teacher candidate and the TEARC Committee members will have an opportunity to speak before the council. The TEARC members are excluded from voting. The Teacher Education Council is the last appeal at Southeastern.

STUDENT TEACHING PLACEMENT

The Office of Teacher Education and the academic departments collaborate with public schools to provide a quality, trained professional mentor. The Office of Teacher Education Services retains a list of previous mentor teachers who have been effective in training, supervising, and evaluating teacher candidates. The student teaching application allows candidates to submit requests; however, placement is the responsibility of the Office of Teacher Education Services. **Students are NOT allowed to contact schools about placement. Any student violating this policy will NOT be allowed to student teach in the district he/she contacted.**

To provide a full year's experience in the field, candidates normally student teach in the same placement in which they fulfilled their requirements for EDUC 3002, Pre-student Teaching Field Experiences II, Internship for Student Teaching. A candidate's placement will only change if either the Coordinator of Field Experiences, the student, the university supervisor, or the public school deems a change necessary. Any change in placement must be approved by the Coordinator of Field Experiences.

Training is provided by the Coordinator of Field Services for public school teachers who desire to become a trained professional mentor. Teachers who meet the requirements for professional mentors are eligible for the training. Collaboration with public school administrators is essential in this process to ensure that we obtain quality teachers to serve as mentors.

Trained professional mentors are in approximately 65 public school systems in the southeastern part of Oklahoma and the northern part of Texas. Placement is restricted to state accredited schools and all student teaching experiences must be completed under the direction of a professional mentor and a university-based supervisor. The placement procedure for the student teaching experience allows for reassignment of a selection site at the request of the assigned school or the university.

STUDENT TEACHING PLACEMENT GUIDELINES

To ensure a maximum professional experience, the following guidelines are in place:

1. Student teaching placement shall be in a state-accredited public school where the student teacher:
 - A. does not have a close relative employed, a spouse student teaching, or a child attending class at the school site where the placement would be in the same building.
 - B. does not have a relative, by blood or marriage, on the school board.
 - C. has not attended classes in the school building within the last 10 years.
2. The teacher candidate, under the supervision of a professional mentor and university-based supervisor, serves on a full day basis (60 days) in an approved public school. A school day shall consist of not less than six hours devoted to school activities, exclusive of the lunch period. This portion of the assignment includes classroom instruction and conferences with the professional mentor. It also includes experiences in assisting the professional mentor with other regular school duties. The teacher candidate is expected to attend evening PTA meetings or to participate in other occasional activities such as ball game duty if it is within the general responsibility of teachers at the school. If a candidate feels any duty assignment or any part of the daily schedule is unreasonable, s/he should discuss that concern with their university-based supervisor.
3. If required, the teacher candidate will have accelerated courses (block classes) during the first part of the semester. The teacher candidate then devotes full time to student teaching during the remainder of the semester.
4. Any other classes taken in conjunction with student teaching will require a written request from the candidate stating the guideline(s) from which you want an exception, the extraordinary circumstance prompting the request, and a signature of approval from your department. The request must then be submitted to be approved by the Teacher Education Admission/Retention Committee prior to the start of student teaching. Failure to observe this requirement may result in the teacher candidate being administratively dropped from the course. You will be notified by email of the final decision. The decision made by the Teacher Education Admission/Retention Committee is the final decision at Southeastern.

STUDENT TEACHER PLACEMENT SERVICE AREA

The map below depicts Southeastern's service area, representing districts with which Southeastern has standing relationships for field service placements. Placements outside this area are handled according to the policy below.

OKLAHOMA

Atoka County: Atoka, Caney, Harmony, Lane, Stringtown, Tushka

Bryan County: Achille, Bennington, Caddo, Calera, Choctaw Nation, Colbert, Durant, Rock Creek, Silo

Carter County: Ardmore, Dickson, Fox, Healdton, Lone Grove, Plainview, Springer, Wilson, Zaneis

Choctaw County: Boswell, Fort Towson, Hugo, Soper, Swink

Coal County: Coalgate, Cottonwood, Tupelo

Johnston County: Coleman, Mannsville, Milburn, Mill Creek, Ravia, Tishomingo, Wapanucka

Latimer County: Buffalo Valley, Panola, Red Oak, Wilburton

LeFlore County: Boksohe, Fanshawe, Heavener, How, LeFlore, Monroe, Panama, Pocola, Poteau, Shady Point, Spiro, Talihina, Whitesboro, Wister

Love County: Greenville, Marietta, Thackerville, Turner

Marshall County: Kingston, Madill

McCurtain County: Battiest, Broken Bow, Denison, Eagletwon, Forest Grove, Glover, Haworth, Holley Creek, Idabel, Lukfata, Smithville, Valliant, Wright City

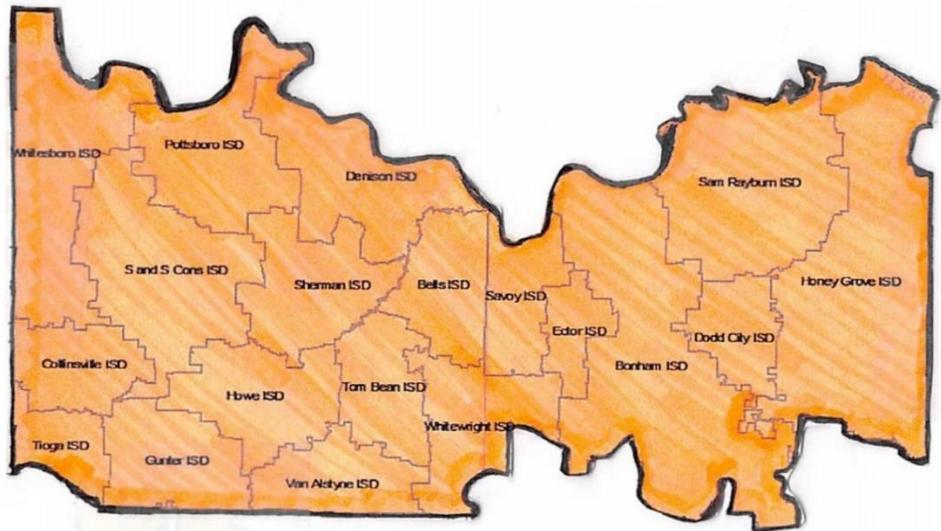
Pittsburg County: Canadian, Crowder, Frink-Chambers, Haileyville, Hartshorne, Haywood, Indianola, Kiowa, Krebs, McAlester, Pittsburg, Quinton, Savanna, Tannehill

Pushmataha County: Albion, Antlers, Clayton, Moyers, Nashoba, Rattan, Tuskahoma



TEXAS

- Bells ISD
- Bonham ISD
- Collinsville ISD
- Denison ISD
- Dodd City ISD
- Ector ISD
- Gunter ISD
- Honey Grove ISD
- Howe ISD
- Pottsboro ISD
- S & S Cons ISD
- Sam Rayburn ISD
- Savoy ISD
- Sherman ISD
- Tioga ISD
- Tom Bean ISD
- Van Alstyne ISD
- Whitesboro ISD
- Whitewright ISD



****Listed schools must meet day/hour requirement during the selected student teaching semester****

OUT OF SERVICE AREA STUDENT TEACHER PLACEMENT POLICY

The following information pertains to prospective teacher candidates who move out of the area and who are requesting placement out of the standard service area where SE Teacher Education Services Office routinely assigns teacher candidates. This information is applicable to education students who **ONLY** lack their 9-12 credit hour full internship experience for degree completion.

1. Full intern candidates who request an out-of-area student teaching placement will be considered on an individual basis. Requests must be submitted to the Office of Teacher Education Services **no later than March 15 for fall placement and October 15 for spring placement**. While every effort will be made by the SE Teacher Education Services Office to assist the students in degree completion, a student has no guarantees that arrangements for an out of area placement can be made.
2. All out-of-area candidate requests must be submitted in writing by the deadlines above to the Teacher Education Services Office for approval from the SE Teacher Education Admission and Retention Committee (TEARC).
3. The candidate is required to research proposed student teaching sites for deadlines for applying to student teach in the districts requested, the district contact person for student teaching requests for each district, and contact information.
4. Southeastern will be responsible for paying university mentor mileage for coordination services and the field mentor's honorarium.
5. After the Coordinator for Teacher Education Services/music education faculty has received confirmation from the hosting school district, an MOU and a letter of appreciation will be sent to the district.
6. The Coordinator of Field Experiences/music education faculty will provide mentor training either in person or virtually.
7. Candidates will need to enroll in the SE block of full internship courses (EDUC 4000 and 4919). To safeguard the candidate from the possible loss of tuition monies, the candidate will not be allowed to enroll in the full intern courses until all necessary arrangements have been completed.
8. The candidate is responsible for securing the needed technology for distance observation. This includes recording equipment such as SWIVL (available for checkout from SE – this requires the candidate to pick up and return equipment to the Durant Campus) or for live streaming.
9. Candidates will be responsible for completing assignments (including all PPAT tasks) and following the procedures that are outlined in the course syllabus and the *Teacher Education/Student Teaching Handbook*. The *Handbook* is available online at <https://www.se.edu/eil/teacher-education-resources>. Final grades for EDUC 4000 and 4919 courses will be the responsibility of the Coordinator of Field Experiences.

CHANGE OF PLACEMENT

Changes in student teaching placement may be submitted until the public school has been contacted for placement by the Office of Teacher Education Services. Once the public school administrator has secured a professional mentor, changes may no longer be made without due cause. Due cause will be determined by the Coordinator of Field Services in collaboration with the major department prior to the actual beginning of the 60 days.

- A student teacher may be reassigned to a different mentor or to a new school site for due cause:
- A. if the mentor, or other appropriate public school official, requests it in writing;
 - B. if the major department requests it in writing;
 - C. if the student teaching experience is not fulfilling the objectives of student teaching.

If the student teacher is reassigned, the mentor's stipend will be adjusted accordingly.

RETENTION/WITHDRAWAL

A "W" (withdrawal) will be assigned if the student teacher is not successful in merging the theory of the classroom with the pragmatic experiences of the public schools. This determination will be made after consultation with the student teacher, mentor, appropriate academic department, and university-based supervisor as deemed appropriate.

- A student teacher may be withdrawn from student teaching for due cause:
- A. if the mentor, or other appropriate public school official, requests it in writing;
 - B. if the major department requests it in writing;
 - C. if the student teacher is not fulfilling the objectives of student teaching.

After withdrawal the student teacher must reapply for admission to student teaching.

SUBSTITUTING

To meet regulations set forth by the State Department of Education in the Administrator's Handbook for Elementary, Middle, Junior High and High Schools, **STUDENT TEACHERS SHALL NOT BE USED AS SUBSTITUTE TEACHERS**. If the professional mentor is absent from the teaching assignment or is engaged in some other professional activity, the student teacher may conduct the class activities but a duly hired substitute teacher must be present for the purposes of assigning responsibility and liability. If an emergency arises, a student teacher may be requested to cover until the administrator has had time to arrange for proper supervision. If the emergency is in another classroom, the duly certificated teacher should be sent to the classroom and the student teacher should be entitled to remain in a situation where he/she has had some experience. A student teacher is not to be assigned to a classroom where he/she has not had the opportunity to observe and work with the children in that class.

ATTENDANCE (Policies on Student Teaching Absences)

1. The student teaching experience shall total 60 days (at least 360 hours total) or stated minimum requirement.
2. Participation in the following events count toward the student teaching experience:
 - a. Student Teacher Return Day
 - b. School district mandated non-instructional days (e.g. in-service, paid teacher work days, O.E.A. meetings).

3. No more than two sick days shall be allowed during the student teaching appointment.
4. Any absence from the student teaching assignment must be approved in advance by the teacher candidate public school mentor. Any days missed during student teaching MUST be made up in order to meet the minimum requirement for certification.
5. The following events are specifically excluded from counting toward the student teaching experience:
 - a. Job interviews
 - b. SE holidays
 - c. Public school holidays
 - d. School closings
 - e. PPAT Tasks 2 – 4 submissions
6. In accordance with the above-stated guidelines, the student teaching appointment may be extended in order that the student teaching experience of 60 days can be completed.

EVALUATION OF STUDENT TEACHER PERFORMANCE

The student teacher will be evaluated both formatively and summatively throughout the semester by the professional mentor and university-based supervisor.

1. The mentor will provide ongoing formative evaluation, including daily reviewing, monitoring, and providing feedback to the student teacher. Each student teacher with a single assignment will receive four formal, written evaluations from their field mentor, and student teachers who have split assignments will receive three evaluations from each field mentor. In addition, each student teacher will receive two formal evaluations from a university-based, content-expert SE faculty member. The evaluations will be submitted digitally via Anthology (formerly C & W) by both the field and university-based mentors. Evaluations are available to the TEC, the appropriate academic department, and the public school partner.
2. The “Student Teacher Evaluation” (see page 17) will be completed in Anthology (formerly Chalk & Wire) on or before the end of the twelfth week. Summative evaluations for six week assignments should be submitted by the end of the six week assignments.
3. Student teaching is graded pass/fail and is based on a preponderance of the evaluation evidence.
4. Any candidate who receives an unacceptable rating for any disposition will automatically be reviewed. The Coordinator of Field Experiences/Music Faculty Supervisor will meet with the evaluator who assigned the rating (either field or university mentor) to determine the reason for the rating. If the CFE/Music Faculty determine remediation is needed, a plan of action, including a date for reassessment, will be formulated by the CFE/Music Faculty and shared with the candidate. A copy of the plan will be submitted to the Office of Teacher Education Services. If the candidate receives an unacceptable rating following remediation, the candidate could be required to complete further remediation or could be removed from student teaching. Removal would result in a failing grade in student teaching. The final decision will be made by the Director of Teacher Education.

Criterion for passing:

A student teacher must average 3.0 overall on a 5.0 scale on all items evaluated and have no unacceptable ratings on the final dispositions evaluation. Final grades are determined by the professor of record, based on a preponderance of evidence provided by the public school mentor and the university based mentor.

**Southeastern Oklahoma State University
Student Teaching Summative Evaluation**

Student Teacher _____ **Professional Mentor** _____ **Date** _____

Please check the column which, in your professional judgment, best represents the student teacher on each trait. Suggestions and recommendations are welcome. Please use the reverse side of this form or attach a separate sheet to give us input.

Unacceptable=1	Emerging=2	Meets Expectations=3	Above Average=4	Exceeds Expectations=5	NO/NA
Student teacher does not exhibit trait.	Student teacher does not consistently exhibit trait.	Student teacher exhibits trait with support.	Student teacher exhibits trait consistently without support.	Student teacher always proficiently exhibits trait.	Not Observed /applicable

A. Dispositions	1	2	3	4	5	NO	NA
Competent							
1. Uses appropriate oral and written English (IS 9)							
2. Maintains appropriate student interaction and management (IS 9)							
3. Takes initiative in classroom and school setting (IS 10)							
Committed							
1. Follows established rules of attendance and punctuality (IS 9)							
2. Presents a professional appearance (IS 9)							
3. Works collaboratively with families (IS 10)							
4. Works collaboratively with professionals (IS 10)							
5. Treats others with friendliness and tact (IS 10)							
6. Demonstrates enthusiasm for work (IS 3)							
Ethical							
1. Assumes responsibility (IS 10)							
2. Accepts and uses constructive criticism or suggestions (IS 9)							
B. Teacher Management Indicators							
1. Preparation: Short term/long term objectives (IS 7)							
2. Routine: Time management effectiveness (IS 7)							
3. Small Group: Effectively organize and manage (IS 8)							
4. Whole Group: Effectively lead whole group learning (IS 8)							
5. Discipline: Defines expected behavior (IS 1 & 2)							
6. Human Environment: Conducive to learning (IS 1)							
7. Physical Environment: Conducive to learning (IS 1)							
C. Teacher Instructional Indicators							
1. Possesses knowledge of subject matter (IS 4)							
2. Motivates students in learning engagement (IS 3)							
3. Communicates learning objectives (IS 7)							
4. Stresses sequence (topics/lessons) (IS 7)							
5. Connects learning objectives to life situations (IS 4)							
6. Meets diverse needs of all learners (IS 2)							
7. Explains content (variety of methods) (IS 8)							
8. Explains directions (clearly stated) (IS 8)							
9. Models desired skills (IS 8)							
10. Monitors/assesses student learning progress (IS 6)							
11. Adjusts instruction based on results of monitoring (IS 8)							
12. Guides practice (under supervision) (IS 6)							
13. Provides constructive feedback to guide learning (IS 6)							
14. Provides independent practice (IS 6)							
15. Establishes closure (summarize) (IS 5)							
16. Utilizes technology appropriate to the subject matter (IS 8)							
D. Teacher Product Indicators							
1. Lesson plans: Daily/achieves objectives (IS 7)							
2. Student files: Written record of progress (IS 9)							
3. Grading patterns: Fair/criteria based (IS 9)							
4. Impact on student learning is analyzed (IS 10)							
E. Overall Rating							
1. Student teacher is competent, committed, and ethical. (IS 1-10)							

Days Absent This Grading Period: _____ **Total Days Absent** _____

Student Teacher Signature Required

Professional Mentor Signature Required

SUGGESTED TEACHING TIMELINE FOR SIX WEEK ASSIGNMENTS



SUGGESTED TEACHING TIMELINE FOR TWELVE WEEK ASSIGNMENTS



PROFESSIONAL MENTOR PROGRAM

In order to prepare the highest caliber educational professional, Southeastern Oklahoma State University developed and implemented the Professional Mentor Program in 1988. This program guides the development of pre-service teachers into professional educators. The Mentoring Program selects and trains a cadre of professional mentors from local public schools. These mentors have demonstrated professionalism as demanded by their colleagues and competence as demanded by State and University guidelines.

The program assumes the cooperating teacher, as mentor, is best qualified to develop, guide and evaluate the progress of the student teacher. Mentors will receive training and support from the university in assessment and guidance.

REQUIREMENTS FOR PROFESSIONAL MENTORS

The professional mentor in a state-accredited public school shall be carefully selected so that those who have the ability to work effectively with student teachers are chosen. The administrator of the cooperating school, Coordinator of Field Experiences, and the program representative collaborate in the selection of the professional mentor. Acceptance of student teachers shall be voluntary. Requirements for all professional mentors include:

1. Completion of at least three years satisfactory teaching experience;
2. Knowledge of the basic principles of supervision;
3. A standard certificate for the area in which he/she is teaching;
4. Successful completion of mentor training provided by the Coordinator of Field Experiences.
5. Demonstration of the ability to work as an effective team member as determined by the mentor candidate's principal;
6. Approval by the mentor candidate's principal and the superintendent/designee.

Professional mentors may be assigned no more than two student teachers during a given school year.

ROLE OF THE PROFESSIONAL MENTOR

During the first few days, the classroom professional mentor should make it possible for the student teacher to: (1) develop an overview of the course of study, course objectives, and basic materials; (2) learn the names of the students in the class; (3) help with distribution of materials and supplies; (4) take more and more responsibility in total classroom management. The professional mentor should also plan with the student teacher for the student teacher to take over complete management of the classroom during specified intervals. Other subjects for discussion are proposed goals and anticipated outcomes, problems to be anticipated with individual students, and other subject matter that would enable the student teacher to follow procedures used by the professional mentor.

The professional mentor should secure lesson plans from the student teacher before authorizing the student teacher to proceed with the class. Since student teachers do not have the benefit of teaching experience, they need to plan much more extensively than would be necessary for an experienced teacher. Southeastern does not provide forms or a format for the student teacher to follow for lesson plans. Therefore, the student teacher should conform to the school's requirements for lesson plans and should follow the suggestions made by the professional mentor for form and completeness in the lesson plan to be used. The change from participating observer to teacher should be a gradual process initiative and judgment in classroom control and direction. The professional mentor will provide continuous evaluation daily, by monitoring the student teacher's lessons and interactions with students, and by providing feedback to the student teacher.

ROLE OF THE OFFICE OF TEACHER EDUCATION SERVICES

The Office of Teacher Education Services serves as the liaison among the student teacher, the candidate's major department, our partner public schools, and the professional mentor. We encourage the appropriate university department members to make site visits (in addition to official visits by university mentors). The Coordinator of Field Experiences will visit your classroom whenever possible and always when needed. For all questions about student teaching, the Coordinator of Field Experiences is your contact. If there is a situation which cannot be handled by phone, the Coordinator of Field Experiences will respond in person in order to bring resolution to any concerns or problems. You have the support of the University.

2023-2024 Oklahoma Teacher Salary Schedule State Minimum Teacher Salary Schedule

70 O.S. § 18-114.12

Beginning with the **2023-2024** school year, teachers in the public schools of Oklahoma shall receive in salary and/or fringe benefits not less than the amount specified in the following schedule. When determining minimum salary, "fringe benefits" shall mean only the employee's share of retirement, *if* paid by the district.

Years of Experience	Bachelor's Degree	B.A.+ Nat'l Board Cert.	Master's Degree	Master's + Nat'l Board Cert	Doctor's Degree
0	39,601	40,759	40,991	42,149	42,381
1	40,035	41,193	41,425	42,583	42,815
2	40,609	41,628	41,859	43,018	43,249
3	40,904	42,062	42,294	43,452	43,684
4	41,338	42,496	42,728	43,886	44,118
5	42,810	43,968	44,200	45,358	45,590
6	43,273	44,432	44,663	45,822	46,054
7	43,737	44,895	45,127	46,285	46,517
8	44,200	45,358	45,590	46,749	46,980
9	44,663	45,822	46,054	47,212	47,444
10	46,684	47,844	48,568	49,728	50,945
11	47,177	48,336	49,061	50,221	51,438
12	47,670	48,829	49,554	50,713	51,931
13	48,162	49,322	50,047	51,206	52,424
14	48,655	49,815	50,539	51,699	52,916
15	50,167	51,327	52,052	53,212	54,430
16	50,660	51,820	52,545	53,705	54,923
17	51,153	52,313	53,038	54,198	55,416
18	51,646	52,806	53,531	54,691	55,909
19	52,139	53,299	54,024	55,184	56,402
20	42,652	53,813	54,538	55,698	56,917
21	53,145	54,306	55,031	56,192	57,410
22	53,639	54,799	55,524	56,685	57,903
23	54,132	55,292	56,018	57,178	58,397
24	54,625	55,785	56,511	57,671	58,890
25+	56,049	57,232	57,971	59,153	60,395
Career/Technology Ag Teacher**	=	Minimum Salary	+	\$2,400/year – 12-month contract	
Career/Technology Econ. Teacher**	=	Minimum Salary	+	\$2,000/year – 10-month contract	
Other Career/Tech Teacher**	=	Minimum Salary	+	\$2,000/year – 10-month contract	
Special Education Teacher***	=	Minimum Salary	+	5% above the prevailing wage paid teachers of children who are nondisabled in the same school district	

**Salary distribution per the policies and procedures manual of the Oklahoma State Board of Career and Technology Education.

***Salary distribution mandated by 70 O.S. § 13-110: Also includes Resource Teachers, Education Diagnosticians, and Speech Pathologists/Therapists.

The State Board of Education shall accept teaching experience from out-of-state school districts that are accredited by the State Board of Education or appropriate state accrediting agency for said districts. For the purpose of state salary increments and retirement, no teacher shall be granted credit for more than five (5) years active duty in the military service, or out-of-state teaching experience as a certified teacher or its equivalent. Nothing in this section shall prohibit boards of education from crediting more years of experience on local salary schedules than those allowed for state purposes. The provisions of the above salary schedule shall not apply to teachers who have entered into postretirement employment with a public school in Oklahoma and are still receiving a monthly retirement benefit. (70 O.S. 2001 § 18-114.7)

Southeastern Oklahoma State University

Teacher Education Program

- _____ 8 hours completed at SE
- _____ 50 hours completed overall
- _____ COMM 2213 – with a grade of “C” or better.
- _____ ENG 1113 – with a grade of “C” or better.
- _____ ENG 1213 – with a grade of “C” or better.
- _____ Language other than English – with a grade of “C” or better.
- _____ Cumulative (Retention) GPA => 2.75
- _____ SE GPA => 2.75
- _____ General Education GPA => 2.75 *see alternative options on page 8
- _____ Major GPA => 2.75
- _____ Anthology (formerly C & W) up to date (**Screen shot of up-to-date Module I must be submitted with application via Canvas**)
- _____ Criminal History Disclosure Statement
- _____ Commitment to Teaching
- _____ Experience working with Children
- _____ Dispositions Evaluation completed by major department
- _____ Reviewed by/Approval of Department

Any student who fails the same certification test twice will need to meet with the Director of Teacher Education and the Coordinator of the student’s program to complete individualized intervention before attempting that test again. (approved TEC, July 27, 2022; goes into effect with the spring 2023 semester)

Southeastern Oklahoma State University

Teacher Education Program

DISPOSITIONS EVALUATION

Teacher Candidate _____ Department _____ Date _____

The statements below represent the dispositions that are important to the success of the teacher candidates at Southeastern. Please rate the candidate on each of the items by indicating the level of development of each disposition. The rubric is found on pp. 25-29 of this *Handbook*.

Dispositions	Unacceptable 1	Meets Expectations 2	Exceeds Expectations 3
An educator who is COMPETENT:			
D1a. Possesses the knowledge, skills, and dispositions needed to perform his/her role and responsibilities in the classroom. (IS 4, 5)			
D1b. Promotes positive learning outcomes for all students. (IS 1, 6)			
D1c. Knows how to use self-reflection to learn from his/her experiences and improves their effectiveness. (IS 9)			
D1d. Knows how to secure and use various technological resources to enhance student learning, communication, and management tasks. (IS 8)			
D1e. Embraces cultural diversity and accommodates the needs of diverse learners. (IS 2)			
D1f. Values the role of the family in the child's education and knows how to work cooperatively with parents and the community for the child's benefit. (IS 10)			
An educator who COMMITTED:			
D2a. Supports learning for diverse learners in a caring, nondiscriminatory, and equitable manner. (IS 3)			
D2b. Establishes high standards for all students. (IS 2, 7)			
D2c. Sets high standards for themselves by being personally invested in his/her own professional work and career development. (IS 9)			
D2d. Serves his/her community as an educational leader and advocates for the profession in all interactions. (IS 10)			
D2e. Engages in service to the profession and community. (IS 10)			
An educator who is ETHICAL:			
D3a. Respects and values all students and others for their diverse talents, abilities, and contributions. (IS 2)			
D3b. Is sensitive to community and cultural norms. (IS 9, 10)			
D3c. Is timely, respectful, and responsible in meeting expectations. (IS 9)			
D3d. Models ethical and democratic principles in all relationships. (IS 9, 10)			
D3e. Uses sound judgement and displays confidence in practice. (IS 8, 9)			
D3f. Is honest in communications and interactions with others. (IS 9)			
D3g. Maintains confidentiality. (IS 9)			

Faculty/Mentor Teacher Signature

Southeastern Oklahoma State University

Student Teaching Admission Criteria

- _____ Fully admitted to Teacher Education Program
- _____ Completed Application
- _____ Retention/Graduation GPA => 2.75
- _____ SE GPA => 2.75
- _____ General Education GPA => 2.75 **see alternative options on page 8*
- _____ Major GPA => 2.75
- _____ Passed OSAT **or PRAXIS** in your major area (**passing scores must be uploaded to Canvas**)
- _____ Anthology (formerly C & W) is up to date and screen shot of each module is attached to application
- _____ Approval by Departmental Review Committee

* Any student who fails the same certification test twice will need to meet with the Director of Teacher Education and the Coordinator of the student's program to complete individualized intervention before attempting that test again. (approved TEC, July 27, 2022, goes into effect with the spring 2023 semester.)

Southeastern Oklahoma State University

Student Teaching DISPOSITIONS EVALUATION

Teacher Candidate _____ Department _____ Date _____

The statements below represent the dispositions that are important to the success of the teacher candidates at Southeastern. Please rate the candidate on each of the items by indicating the level of development of each disposition. Utilize the attached rubric to determine specific criteria for each level.

Dispositions	Not Observed	Unacceptable 1	Meets Expectations 2	Exceeds Expectations 3
An educator who is COMPETENT:				
D1a. Possesses the knowledge, skills, and dispositions needed to perform his/her role and responsibilities in the classroom. (IS 4, 5)				
D1b. Promotes positive learning outcomes for all students. (IS 1, 6)				
D1c. Knows how to use self-reflection to learn from his/her experiences and improves their effectiveness. (IS 9)				
D1d. Knows how to secure and use various technological resources to enhance student learning, communication, and management tasks. (IS 8)				
D1e. Embraces cultural diversity and accommodates the needs of diverse learners. (IS 2)				
D1f. Values the role of the family in the child's education and knows how to work cooperatively with parents and the community for the child's benefit. (IS 10)				
An educator who COMMITTED:				
D2a. Supports learning for diverse learners in a caring, nondiscriminatory, and equitable manner. (IS 3)				
D2b. Establishes high standards for all students. (IS 2, 7)				
D2c. Sets high standards for themselves by being personally invested in his/her own professional work and career development. (IS 9)				
D2d. Serves his/her community as an educational leader and advocates for the profession in all interactions. (IS 10)				
D2e. Engages in service to the profession and community. (IS 10)				
An educator who is ETHICAL:				
D3a. Respects and values all students and others for their diverse talents, abilities, and contributions. (IS 2)				
D3b. Is sensitive to community and cultural norms. (IS 9, 10)				
D3c. Is timely, respectful, and responsible in meeting expectations. (IS 9)				
D3d. Models ethical and democratic principles in all relationships. (IS 9, 10)				
D3e. Uses sound judgement and displays confidence in practice. (IS 8, 9)				
D3f. Is honest in communications and interactions with others. (IS 9)				
D3g. Maintains confidentiality. (IS 9)				

Faculty/Mentor Teacher Signature

Southeastern Oklahoma State University
Dispositions Evaluation Rubric with InTASC Standards in Parenthesis

Dispositions			
An educator who is COMPETENT:	Unacceptable=1	Meets Expectations=2	Exceeds Expectations=3
D1a. Possesses the knowledge, skills, and dispositions needed to perform his/her role and responsibilities in the classroom. (IS 4, 5)	Does not display confidence in the practice of teaching; Continuously needs outside support to resolve classroom problems; Need improvement in more than one role or responsibility in the classroom	Displays confidence in the practice of teaching; Resolves problems in the classroom but needs outside support on a limited basis; Performs roles and responsibilities in the classroom but needs improvement in one area	Displays confidence in the practice of teaching; Resolves problems without mentor or administrative support; Performs roles effectively within the classroom
D1b. Promotes positive learning outcomes for all students. (IS 1, 6)	Does not identify the individual strengths and needs of each student; Instruction is not designed to address achievement gap issues for students. All students have the same instruction and learning goals.	Identifies the individual strengths and needs of each student; Focuses on student's competence versus deficits; Instruction is designed to address the achievement gap in most subject areas	Identifies the individual strengths and needs of each student; Focuses on student's competence versus deficits; Uses contextual data to design instruction relevant to students and addresses achievement gap issues
D1c. Knows how to use self-reflection to learn from his/her experiences and improves his/her effectiveness. (IS 9)	Does not use information or evidence to review decisions; Solves problems without collecting information	Reviews and revises decisions based on evidence; Recognizes situations that call for a problem-solving approach	Reviews and revises decisions based on evidence; Provides a rationale for decisions; Exhibits critical thinking and problem-solving skills
D1d. Knows how to secure and use various technological resources to enhance student learning, communication, and management tasks. (IS 8)	Does not utilize technology to enhance instruction; Communication to parents is not assisted by technology. Classroom tasks are not completed by the use of technology.	Plans appropriate and varied methods and activities utilizing technology to support student learning; Utilizes the available technology to communicate with parents, students, and other professionals	Plans appropriate and varied methods and activities utilizing technology to support student learning; Uses technology to communicate with parents, students and other professionals; Utilizes technology to enhance classroom tasks such as planning, grading, and student progress reports

D1e. Embraces cultural diversity and accommodates the needs of diverse learners. (IS 2)	Does not attempt to differentiate instruction based on the varying needs of individuals in the class; The classroom environment or instruction does not demonstrate the cultural diversity in the classroom.	Plans to differentiate instruction based on the varying needs of some individuals in the class; Utilizes information on the cultural diversity of the learners in planning the instruction.	Effectively plans differentiated instruction based on the varying needs of the majority of individuals in the class; Shows respect and appreciation for the diverse perspectives of student by welcoming their ideas, building on them, and considering them in instructional planning
D1f. Values the role of the family in the child's education and knows how to work cooperatively with parents and the community for the child's benefit. (IS 10)	Does not include families in the planning of instructional strategies; Does not communicate with families beyond the required school communications	Works with families to plan instructional strategies; Communicates with families in writing or orally on issues not required by school administration	Serves as an advocate for the students and families; Works with families to plan instructional strategies; Communicates with families orally and in writing
D2a. Supports learning for diverse learners in a caring, nondiscriminatory, and equitable manner. (IS 3)	Does not treat students fairly and respectfully or allows the climate to interfere with access to appropriate learning opportunities for all students.	Treats students fairly and respectfully as the teacher; The classroom climate displays equitable treatment of all students.	Actively encourages fairness and respect among students and creates a climate that provides access to appropriate learning opportunities for all students.
D2b. Establishes high standards for all students. (IS 4, 5)	The learning environment is not designed to meet the needs of diverse learners. Demonstrates limited understanding of the background, experiences, and skill level of most students in the class	Creates a safe, secure, and supportive learning environment designed to meet the needs of diverse learners; Demonstrates basic understanding of the background, experiences, and skill level of most students in the class	Creates a safe, secure, supportive learning environment designed to meet the needs of diverse learners; Demonstrates detailed understanding of the background, experiences, and skill level of all students in the class
D2c. Sets high standards for themselves by being personally invested in his/her own professional work and career development. (IS 9)	Does not participate in professional growth opportunities and does not belong to professional organizations	Participates in professional growth opportunities	Takes advantage of professional growth opportunities; Has membership in professional organizations
D2d. Serves his/her community as an educational leader and advocates for the profession in all interactions. (IS 10)	Is not involved in professional or school activities	Participates in school or professional activities	Demonstrates leadership skills; Shows active involvement in school governance, student committees, or

			other leadership roles and professional activities
D2e. Engages in service to the profession and community. (IS 10)	Does not volunteer in the school or community	Volunteers in the school or community	Volunteers in the school or community; Has membership in a community or professional organization; Selects opportunities to use their strengths to promote public education and the students
D3a. Respects and values all students and others for their diverse talents, abilities, and contributions. (IS 2)	Does not listen to or demonstrate concern for others; Does not provide equitable treatment of others	Demonstrates empathy and concern for other and provides equitable treatment of others	Listens attentively to others in a variety of contexts; Demonstrates empathy and concern for others; Demonstrates equitable treatment of others
D3b. Is sensitive to community and cultural norms. (IS 9, 10)	Does not respect divergent views and/or work cooperatively with others	Respects divergent view and works cooperatively with others	Respects divergent views; Easily communicates ideas to others; Works cooperatively with others
D3c. Is timely, respectful, and responsible in meeting expectations. (IS 9)	Does not accept consequences for personal actions or decisions; Does not submit assignments on time or follow procedures for extensions; Does not prioritize work based on established goals	Accepts consequences for personal actions or decisions; Submits assignments on time or follows procedures for extensions	Accepts consequences for personal actions or decisions; Submits assignments on time or follows procedures for extensions; Prioritizes work based on established goals
D3d. Models ethical and democratic principles in all relationships. (IS 9, 10)	Does not make contributions to group effort and does not support decisions of the group unless it reflects their own ideas	Makes contribution to group effort; Supports decisions of group willingly, even if different from own	Makes contribution to group effort; Shares information and materials with others; Supports decisions of group willingly, even if different from own
D3e. Uses sound judgement and displays confidence in practice. (IS 8, 9)	Does not use appropriate strategies to respond to situations within the school	Responds to situations professionally; Responds appropriately to actions and reactions of others	Uses appropriate strategies to respond to emotional and emergency situations

D3f. Is honest in communications and interactions with others. (IS 9)	Communicates with the intent to deceive; Does not give credit to others when using their work; Does not always model moral behavior expected of both teachers and learners in an educational setting	Communicates without the intent to deceive; Gives credit to others when using their work	Communicates without the intent to deceive; Gives credit to others when using their work; Models moral behavior expected of both teachers and learners in an educational setting
D3g. Maintains confidentiality. (IS 9)	Does not maintain confidentiality of records; Participates in gossip about P-12 students, faculty, other teacher candidates, or school personnel; Does not respect confidentiality of professional correspondence or conversations	Maintains confidentiality of P-12 student records and of professional correspondence and conversations; Refrains from gossiping	Maintains confidentiality of P-12 records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others

Praxis Performance Assessment for Teachers (PPAT)

On August 31, 2021, the Oklahoma Professional Teaching Examination (OPTE) was discontinued. Beginning September 1, 2021 candidates are required to complete the Praxis Performance Assessment for Teachers (PPAT - <https://www.ets.org/ppa/educator-programs/teachers/about>) in place of the OPTE. The PPAT consists of 4 Tasks (<https://www.ets.org/ppa/test-takers/teachers/build-submit/requirements>). Beginning in fall 2020, Southeastern candidates complete PPAT Task 1 during the student teaching internship (EDUC 3002). The remaining three tasks are completed during the student teaching experience. Beginning fall 2021, the PPAT also replaced the Teacher Work Sample requirement for student teaching, except for those candidates who had already passed the OPTE.