TEACHER EDUCATION HANDBOOK

2021-2022

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PART I
PHILOSOPHY AND MISSION
OF TEACHER EDUCATION

PHILOSOPHY

The teacher education faculty members believe teaching to be an enabling profession. Candidates are encouraged to pursue teaching as a career because they believe that all students can learn and because they care about helping them live successful and fulfilling lives. We believe that candidates should be given opportunity to explore their career choices and think carefully about the probability that teaching can bring them the satisfaction that accompanies helping others. We believe that effective, caring teachers teach so that all students learn.

The faculty members believe that effective teachers must have: (1) a general education in the liberal arts which provides them with strong verbal and quantitative skills and a specialized knowledge of the subject field(s) they will teach, (2) a command of pedagogy appropriate to the level of instruction they will teach, including the ability to apply knowledge in the classroom through effective instructional delivery, the knowledge and skills to assess student learning, the ability to reflect on instructional practices and modify them to ensure that all students learn, the skills and knowledge to effectively integrate technology in the instructional process, and knowledge of classroom management practices, (3) knowledge of the profession, including the skills needed to relate to parents and other constituents and supportive entities, (4) an understanding of students, how they learn, and how the diversity of today's student population affects the schools and classrooms, (5) dispositions expected of educators, and (6) extensive field experiences and clinical practice to apply their knowledge and skills in the real world and to learn from experienced teachers how to teach so that all students learn.

MISSION and GOALS

The mission of teacher education at Oklahoma Christian University is to prepare teacher education candidates to be *Effective Teachers for All Learners*.

The following goals were adopted by the EPP to guide it in the development of policies and programs related to the preparation of teachers, to give clarity to the process of assisting individuals in self-assessment of their potential for teaching, and to provide direction for the general assessment of the candidates as they complete a program leading to licensure and certification for initial entry into the teaching profession.

1. *Informed Decision-Making Regarding Potential for Teaching P-12 Students*
   Candidates will be admitted to teacher education only after they demonstrate their potential to teach as set forth in the admission requirements. Retention in teacher education is dependent on satisfactory progress at various transition points.

2. *General Education in the Liberal Arts*

In order to complete a program in teacher education, all candidates must successfully acquire and demonstrate competency in a broad liberal education including: mathematics science, social studies, and English as well as the University core.

3. *Competence in a Content Area*
   Candidates who complete a program in teacher education are expected to demonstrate an in-depth knowledge of the subject matter for the subject and level to be taught.

4. *Competence in the Professional and Pedagogical Knowledge and Skills*
   Candidates are expected to understand the Conceptual Framework which guides preparation for initial entry into teaching - knowledge of professional practices, human development and learning, pedagogical practices, working with diverse student populations, and using technology to support instructional delivery, record keeping, and assess student achievement.

5. *Development of Dispositions Expected of Educators*
   Candidates are expected to demonstrate that they possess the dispositions expected of effective educators in a diverse society. Upon entering the program, classroom participation, preparation, and professional demeanor will be assessed each semester with the PACE Assessment. In the field, behaviors will be assessed that measure personal adequacy and collaboration with others.

6. *Application of All Program Components in Field Experiences*
   Candidates will demonstrate through sequential and structured field experiences and an intensive clinical (student teaching) that they are able to plan effective lessons, assess student achievement, relate positively to students, parents, professionals, and the community so that they may provide learning environments which foster student achievement. Skill in the use of the Teacher Work Sample planning process is expected of all candidates.

7. *Professional Development as Lifelong Learner*
   Candidates are expected to acquire the skill of reflection on their knowledge and skills while in their professional studies and during their clinical experiences. It is expected that these skills will be used during the induction year, and during succeeding years to be able to identify areas for further professional development as they engage in the process of lifelong learning.

From Mission and Goals to a Cohesive Teacher Education Program

Teacher education at Oklahoma Christian University is a university-wide function and is a collaborative effort among university administrators, faculty outside the School of Education who are members of the Teacher Education Council, candidates who have been admitted to Teacher Education, and alumni. P-12 classroom teachers and administrators, also collaborate with faculty to develop, implement, and assess the teacher education program.

The graphic, page 6, provides a concise look at the Conceptual Framework which guides the work of the EPP in achieving its Mission and Goals in preparing *Effective Teachers for All Learners* in P-12 schools. Pursuant to the provisions of state law, HB1549 (1995), the EPP

has a competency-based program of teacher preparation which it first developed in 1996. This program was reviewed by the Oklahoma Commission for Teacher Preparation and NCATE in 1999, 2005 and 2013. It has been under continual assessment and refinement since that accreditation visit. The principal focus of the refinement process has been to ensure that the teacher education candidates have the knowledge, skills, and dispositions needed to be able to effect learning among all students.

The EPP's Conceptual Framework is an umbrella framework for all programs that prepare candidates for initial licensure in one or more of seven teaching specializations – Early Childhood, P-3; Elementary, 1-8; English, 6-12; Mathematics, 6-12; Music, P-12; Science, 6-12; and Social Studies, 6-12. The candidates in all teaching specializations complete a prescribed program of studies in the teaching specialization, liberal arts education (the university Core Curriculum), and Professional Education (pedagogy).

Required field and clinical experiences, methods course(s), and teacher work sample exercises are unique to the fields of specialization to ensure that all candidates are effective teachers in their areas of specialization. Effective integration of diversity and use of technology are embraced by the EPP and all program specializations and are given appropriate emphasis in the curriculum and field experiences.

The belief statements in the philosophy and the broad goals have been translated into specific and measurable competencies. These competencies are assessed as candidates progress from being admitted to teacher education to program completion and entry into the teaching profession. Multiple assessments are used to document that candidates have reached the proficient level in all the competencies. These competencies, cited in Table 2, are aligned with INTASC standards. They are shown in the graphic of the Conceptual Framework by placement of their numerical reference number on the graphic. In addition to the candidate competencies, the candidates are expected to have mastered additional standards required by the Specialty Professional Associations for their field of specialization. These standards are presented in PART VI.
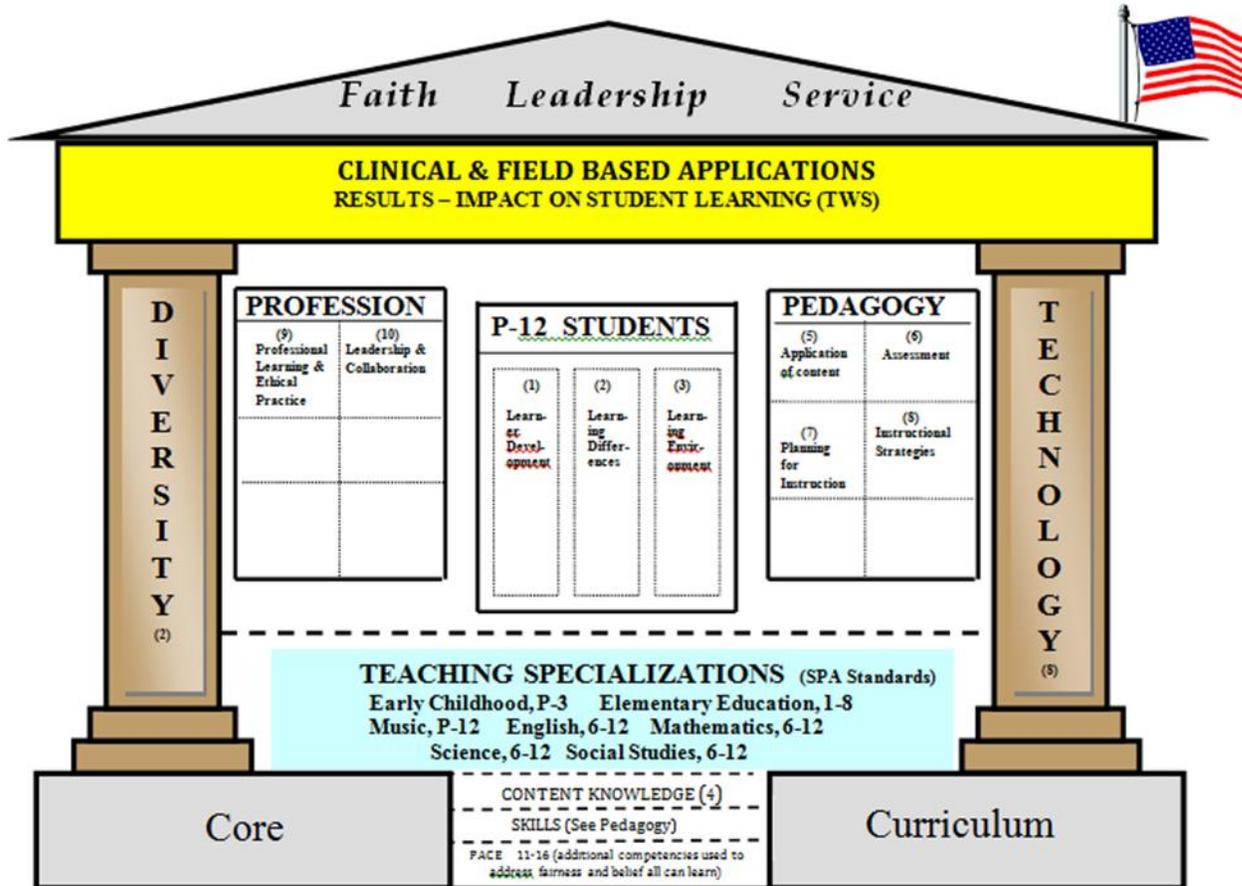
Effective Teachers for All Learners Created Aug. 2014

Candidates Experience and Study Diversity - The EPP's mission, to prepare teacher candidates to be *Effective Teachers for All Learners,* demands that it be deliberate in addressing diversity. Consequently, faculty in the School of Education, working with the Teacher Education Advisory Committee, have thought carefully about the diversity component of the Conceptual Framework (represented by one of the columns in the graphic) and how to effectively integrate it throughout the teacher education program.

First, the university experience - the core curriculum; makeup of the student body, faculty and staff; mission trips; international study programs; and exchange programs - provides teacher candidates with opportunities to grow in their knowledge of different peoples, cultures, languages, and socioeconomic circumstances.

Second, teacher candidates have further opportunity to become knowledgeable of diversity through the field and clinical experiences and through the professional education curriculum in their respective programs in the School of Education. From the first 33-hour field experience associated with EDUC 3121, Orientation to Teacher Education, to student teaching (12-week clinical experience and 1 week of observation of opening of school) candidates are exposed to a diversity of school environments and school populations. They

also study cultures through their coursework beginning with an overview of diversity among students in today's schools in EDUC 3122, The School in American Culture, to the understanding of exceptionalities in EDUC 3723, Education of the Exceptional Child. As candidates become more aware of culture beyond ethnic background, they study different learning styles in EDUC 3213, Learning, Instruction and Assessment, and they begin to gather information about student diversity in the classroom when they develop Task 1 of the PPAT in the practicum associated with Orientation to Teacher Education. Candidates are given more depth of study into all forms of diversity in their senior semester in EDUC 4013, Human Relations & Cultural Awareness, where ethnicity, ability/disability, gender, religion, social class, and poverty are analyzed.

Third, candidates receive instruction and supervision from university and provider and clinical-based faculty who are diverse by race, gender, and experience.

Technology: An Essential Element in the Preparation of Candidates -The use of technology has long been part of the instructional program at Oklahoma Christian University. In the early 1960's, a new library building was equipped with a study carrel for each student. Each carrel was equipped with a dial-access system so students could select from any of 136 recorded audio lessons from teachers available at any one time. As the student body grew and new technology became available, the plan was changed. Today, each student works within a campus-wide wireless network. Given the exceptional amount of technology offered at the university, faculty within the EPP are encouraged to use the technologies both to deliver and model effective delivery of learning opportunities.

Believing proper use of technology to be an essential component of teacher preparation (see column in the graphic), faculty members in the School of Education integrate the use of technology into their instructional practices and they are prepare the teacher candidates to do the same. Examples of the uses of technology by faculty and teacher candidates include communicating through email, presenting using SMARTBoard, PowerPoint, video recording candidates, viewing video clips, developing CDs of classroom teaching activities, conducting internet research, conducting virtual field trips, visiting web sites, obtaining information about schools where field experiences occur, accessing literature in professional journals, on-line discussion boards, submitting assignments and other materials electronically, designing room arrangements, using Google Docs, obtaining OAS (Oklahoma's core curriculum), creating electronic portfolios, posting course syllabi, assignments, and other class materials on Blackboard.

Each teacher candidate is required to enroll in EDUC 3421, Education Technology. The course instructs candidates on how to use computer applications to their advantage in teaching and communication with parents, such as preparing newsletters, building web sites, teaching with Smartboard, supporting effective presentation of material, integrating the SAMR model, and procuring teaching resources from the internet. Google Tools such as Classroom, Documents, Slides, Sheets, Forms, and Sites, along with hands-on time with Chromebooks and iPads, provide candidates with an adequate technical toolbox.

A multimedia laboratory is available where teacher candidates develop materials for their teaching units and for use in their field experiences and clinical practice. All teacher candidates also receive instruction in the development and use of conventional instructional

media in EDUC 3123, Learning, Instruction and Assessment. This course has a required lab component in which students prepare bulletin boards, visual materials, etc. to support the delivery of effective instruction.

Faculty members are given the training and technical support needed to utilize the computer technology available to them by the Informational Technology Services at the university with its HELPDESK, and by the North Institute for Educational Technology. These services are also available to the teacher candidates.

Candidate Competencies – The Candidate Competencies give the precise focus needed for the EPP to meet state and national standards and to realize its vision of producing *Effective Teachers for All Learners.* To ensure appropriateness of the competencies, the EPP faculty collaborated with the professional community through the School of Education, Teacher Education Advisory Committee.

The basic core of the School of Education, Candidate Competencies, include the 10 standards from Interstate New Teacher Assessment and Support Consortium (INTASC) and 6 additional competencies from the EPP (Educator Preparation Program). The additional standards included in the Candidate Competencies were developed by the School of Education in collaboration with the Teacher Education Advisory Committee. A quick reference to the source of the Candidate Competencies is provided in Table 1. The full text of each competency and the reference numbers used to identify each competency are provided in Table 2.

Table 1

SOURCE OF COMPETENCY	COMPETENCY NUMBERS FROM LIST IN TABLE 2
INTASC	1-10
School of Education	11-16

The state's Office of Educational Quality and Accountability also developed a competency-based assessment system consisting of one exam with three parts. The three parts of this test include the Oklahoma General Education Test (OGET), the Oklahoma Subject Areas Test (OSAT), and the PPAT.

The three-part state test reflects the standards of state and national groups and organizations including the Oklahoma State Board of Education and the Interstate New Teacher Assessment and Support Consortium (INTASC). The work of the State Board of Education reflects its development of full subject matter competencies, the state's core curriculum known as the Oklahoma Academic Standards (OAS).

In addition to the competencies listed in Table 2, candidates are expected to meet the specific standards of the Specialty Professional Associations appropriate for their areas of specialization as cited below. See PART VI for a complete listing of these standards.

Early Childhood	National Association for the Education of Young Children (NAEYC)
Elementary Education	Council for the Accreditation for Educator Preparation

	(CAEP)
English	National Council of Teachers of English (NCTE)
Mathematics	National Council of Teachers of Mathematics (NCTM)
Music	National Association of Schools of Music (NASM)
Science	National Science Teachers Association (NSTA)
Social Studies	National Council for Social Studies (NCSS)

Table 2

<u>Unit Competencies</u>

<u>Learner Development</u>
1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (INTASC 1)

<u>Learning Differences</u>
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (INTASC 2)

<u>Learning Environments</u>
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC 3)

<u>Content Knowledge</u>
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (INTASC 4)

<u>Application of Content</u>
5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (INTASC 5)

<u>Assessment</u>
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making. (INTASC 6)

<u>Planning for Instruction</u>
7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (INTASC 7)
<u>Instructional Strategies</u>

8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (INTASC 8)

Professional Learning and Ethical Practice
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (INTASC 9)

Leadership and Collaboration
10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (INTASC 10)

Professional and Character Excellence (PACE)
11. The teacher approaches teaching with positive and enthusiastic participation (OC PACE)
12. The teacher meets deadlines and aims toward excellence (OC PACE)
13. The teacher demonstrates a Christian and professional attitude with stakeholders and university supervisors (OC PACE)
14. Exemplifies mature behavior and emotional stability (OC PACE)
15. Maintains punctual and regular attendance (OC PACE)

Personal Adequacy
16. Maintains appropriate grooming/dress (OC)

PART II
ORGANIZATION/ADMINISTRATION

OVERVIEW

Teacher education at Oklahoma Christian University is a university-wide function and is a collaborative effort among university administrators, faculty outside the School of Education who are members of the Teacher Education Council, candidates who have been admitted to Teacher Education, and alumni. P-12 classroom teachers and administrators also collaborate with the teacher education faculty to develop, implement, and assess the teacher education program.

Teacher Education is organized and administered within the university structure by the School of Education and the Teacher Education Council. These bodies are chaired by the same individual, the Chair of the School of Education who also serves as the Director of Teacher Education.
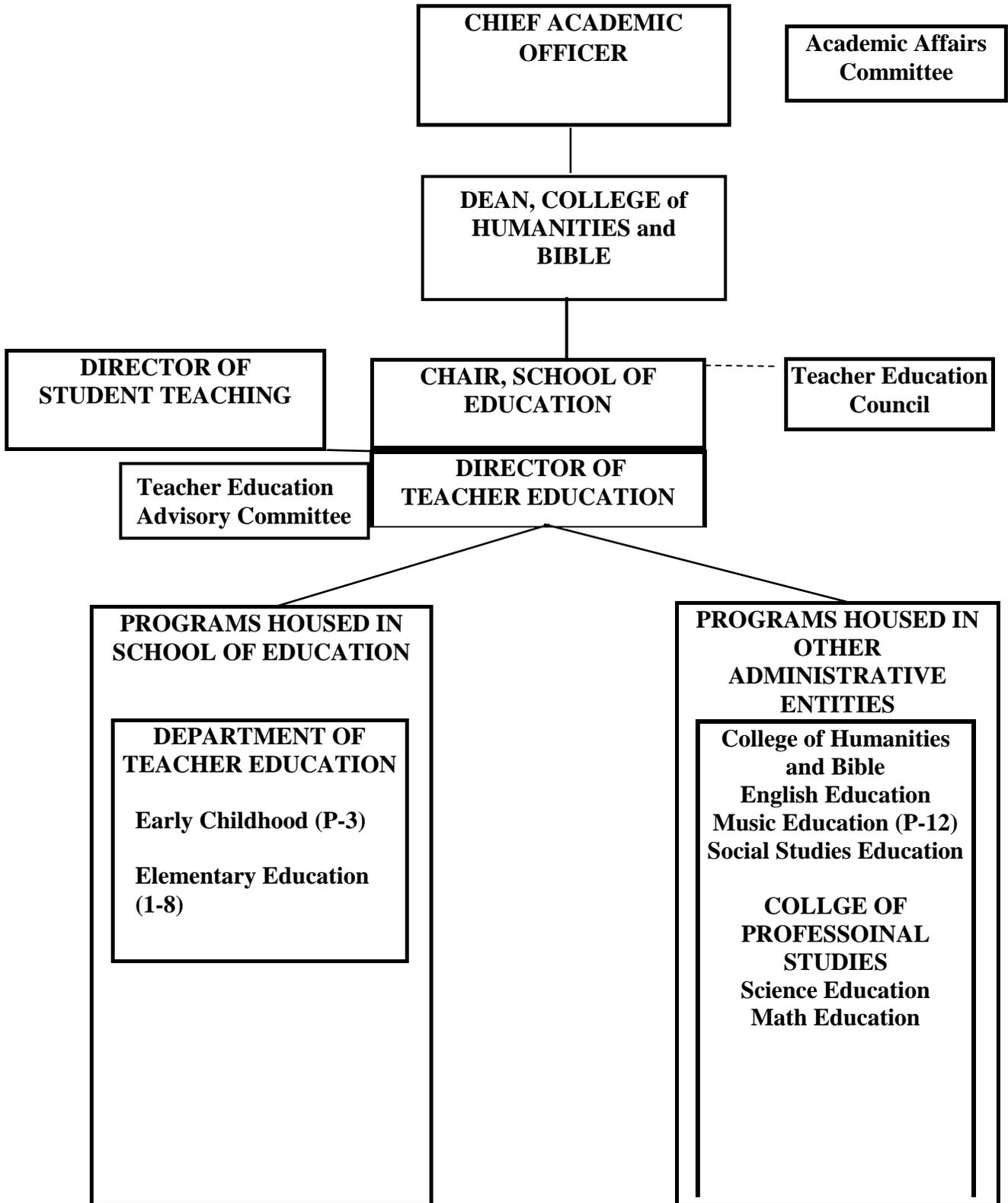
The School of Education is administratively organized under the College of Humanities and Bible and its Chair reports to the Dean of the college. All matters relative to the preparation of teachers at Oklahoma Christian University are administered by the School of Education

and/or the Teacher Education Council as appropriate based on the responsibilities assigned to these bodies within the University structure. (See Administration of Teacher Education chart.)

A Teacher Education Advisory Committee composed of Teacher Education Faculty and public school teachers provides excellent advice on all matters related to the teacher education program. This group meets each spring or summer in an Education Summit hosted by the School of Education. This working session has proven to be an effective way to forge the relationship between the Teacher Education Faculty and their public school colleagues in a collaborative effort to think deeply about all components of the teacher education program. In addition to the Education Summit, the Teacher Education Advisory Committee meets as needed throughout the year.

The School of Education has the responsibility for all professional education programs. The early childhood and elementary programs are administered within the EPP. P-12 and secondary programs (English, mathematics, music, science, and social studies) are administered cooperatively with the respective academic departments in other administrative entities on campus. (See Part VIII, Governance, for more details regarding administration of the Teacher Education Program.)

ADMINISTRATION OF TEACHER EDUCATION

CHIEF ACADEMIC OFFICER

Academic Affairs Committee

DEAN, COLLEGE of HUMANITIES and BIBLE

DIRECTOR OF STUDENT TEACHING

CHAIR, SCHOOL OF EDUCATION

Teacher Education Council

Teacher Education Advisory Committee

DIRECTOR OF TEACHER EDUCATION

PROGRAMS HOUSED IN SCHOOL OF EDUCATION

DEPARTMENT OF TEACHER EDUCATION

Early Childhood (P-3)

Elementary Education (1-8)

PROGRAMS HOUSED IN OTHER ADMINISTRATIVE ENTITIES

College of Humanities and Bible
English Education
Music Education (P-12)
Social Studies Education

COLLGE OF PROFESSOINAL STUDIES
Science Education
Math Education

JOB DESCRIPTIONS

CHAIR, SCHOOL OF EDUCATION
The Chair of the School of Education performs duties similar to other administrators in other academic entities on campus. Responsibilities include:
- Recruiting of faculty and coordinating the work of faculty members in the School of Education
- Providing leadership for the development, refinement, and evaluation of curriculum in the Elementary Education and Early Childhood Education programs
- Providing leadership for the development of the professional education component of all teacher education programs
- Overseeing faculty load scheduling courses and assignments of individual faculty members in the School of Education
- Coordinating all activities related to enrollment and advisement of students - assignment of advisors, scheduling faculty to assist with the enrollment process
- Conducting School of Education meetings and representing the school with the administration
- Working with the division's administrative assistant in regard to School of Education issues
- Planning the budget, presenting budget needs to the administration, and overseeing the expenditures
- Organizing and collaborating with Admissions in the recruitment of students including phone calls, letters, Future Teachers Day, and visiting with prospective students
- Providing leadership in any special events in which the division has a responsibility such as Eagle for a Day and presidential scholarship competition
- Assisting with the preparation of the Teacher Education Handbook, Field Experiences Handbook, and Student Teaching Handbook
- Coordinating the activities related to meeting accreditation standards -- CAEP and state approval of programs
- Leading the public relations efforts with schools, districts, and other entities
- Representing OC or sending an appointed representative for meetings involving teacher education matters – such as Oklahoma Association of Colleges of Teacher Education, Oklahoma State Regents for Higher Education, Oklahoma State Department of Education, AACTE, CAEP, special legislative committee meetings
- Providing general oversight for the preparation of annual and periodic reports to state and national bodies such as Oklahoma State Regents for Higher Education, Oklahoma State Department of Education, AACTE, CAEP, and Title II

DIRECTOR OF TEACHER EDUCATION
The Director of Teacher Education chairs the Teacher Education Council and the off-campus Advisory Board. Provides leadership for the continuous development and improvement of basic teacher education programs. Specific responsibilities include:
- Coordinating with the chair on all matters related to accreditation, program approval, and state teacher certification issues.
- Appointing all standing committees of the Teacher Education Council and naming the chairs thereof
- Coordinating and monitoring the admission and retention to teacher education and

student teaching
- Collaborating with other academic entities which offer B.S.E. and B.M.E. degrees that prepare teachers in the secondary fields – English, Mathematics, Music, Science, and Social Studies
- Assuming the general oversight of special student groups in the department
- Coordinating the activities related to placement of teacher education candidates in diverse and sequentially more involved field experiences
- Assisting Career Services regarding opportunities for teacher candidates
- Overseeing the registration and reporting of the state certification exams
- Monitoring candidates' annual background checks

DIRECTOR OF STUDENT TEACHING
The Director of Student Teaching has responsibilities which include:
- Preparing the Student Teaching Handbook
- Placing of student teachers in the public schools
- Assigning of student teachers to college supervisors
- Briefing the college supervisors relative to policies and practices of the clinical experiences
- Assigning residency year teachers to college supervisors
- Serving as a resource person and resolving problems which occur with student teachers, their assignments and their work with site-based clinical faculty supervisors
- Making preparation for and sponsoring special appreciation efforts for cooperating teachers and/or administrators such as dinners and breakfasts

CAEP COORDINATOR
The CAEP coordinator has responsibilities which include:
- Collecting, analyzing, preparing, and sharing EPP and program data
- Attending state and national CAEP meetings
- Directing SPA directors in assessment
- Communicating standards updates with faculty
- Initiating change to better meet CAEP standards
- Maintaining the electronic exhibit room
- Writing annual CAEP reports with the assistance of the Chair and Administrative Assistant
- Writing the self-study
- Plan for CAEP and state reviews and visits

ADMINISTRATIVE ASSISTANT
The Administrative Assistant has responsibilities which include:
- Maintaining current records for all students enrolled and admitted to the School of Education
- Verifying graduation and teacher licensure requirements
- Supervising and overseeing hiring of student workers in the School of Education offices
- Preparing syllabi and other course related material for faculty
- Maintaining faculty information - schedules, faculty load, professional development,

evaluations, certifications, processing travel claims, etc.
- Assisting with university, state and national reports – AACTE, CAEP, Title II, State Department of Education, Regents for Higher Education
- Maintaining the electronic "shared" files
- Planning School of Education events and hosting on-campus and off-campus personnel
- Keeping records and managing the School of Education budget and expenditures
- Performing clerical tasks to support the School of Education administration and faculty.
- Serving as the certification officer for OC to the state department of education

TEACHER EDUCATION COUNCIL

The Teacher Education Council is chaired by the Director of Teacher Education. Its membership is as follows: the Director of Teacher Education, all Teacher Education Faculty members, one (1) faculty member from each entity offering a program leading to teacher certification, two (2) students, one (1) public school teacher and/or administrator, and four (4) ex officio members. The ex officio members shall be the Chief Academic Officer, Dean of the College of Liberal Arts, Registrar, and Librarian who coordinates teacher education materials. The ex officio members will be nonvoting.

The By-Laws also define the process whereby faculty and administrators become members and their terms of office. The Teacher Education Council is the university-wide body having responsibility for coordination and monitoring of all programs leading to certification of school personnel regardless of the administrative entity in which they are housed. (See Bylaws of the Teacher Education Council, Appendix B.)

TEACHER EDUCATION FACULTY

Teacher Education Faculty shall include all faculty members who teach methods courses, professional education courses, and/or supervise student teachers or practicums in education. Responsibilities of Teacher Education Faculty members include:
- To implement policies and procedures adopted by the Teacher Education Council.
- To work closely with the Chair of the Teacher Education Council to ensure that all Oklahoma Commission for Teacher Preparation, State Department of Education and CAEP standards are maintained in Teacher Education programs.
- To maintain an active role in professional organizations and activities related to teacher preparation.
- To participate in staff development programs as required by state law and accreditation standards.

PROFESSIONAL DEVELOPMENT

Teacher Education Faculty and Teacher Education Council members are required to meet requirements of the Oklahoma Christian Professional Growth Plan – a plan aligned with state standards per Oklahoma School Law. They are required to file an individual growth plan

annually with the Teacher Education Faculty Development Committee (See Section X and Appendix A).

PART III
ADMISSIONS POLICIES

To be certified to teach a candidate must pass four safety checks: 1) be admitted to teacher education, 2) be admitted to student teaching, 3) pass the three parts of the Certification Exams for Oklahoma Educators, and 4) be approved for certification.

ADMISSION TO TEACHER EDUCATION

REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION:
 1) 45 semester hours of credit
 2) Completion of EDUC 3121, Orientation to Teacher Education, and EDUC 3122, The School in the American Culture, with a "C" or better (must have a GPA of 2.65 to enroll)
 3) Cumulative grade point average of 2.75
 4) Recommendation of major department
 5) Recommendation of Student Life Office
 6) Satisfactory completion of the Teacher Education Writing Evaluation
 8) Grade of "C" or better in COMM 1213, Communication II: Oral Communication, or equivalent
 9) Recommendation of Teacher Education Interview Committee
10) A written paper and oral presentation of the candidate's reasons for wanting to enter the profession, presented to the Teacher Education Interview Committee
11) One character reference
12) Successful completion of OGET (required in program), or 3.0 GPA in 20 hours selected Liberal Arts courses
13) Documentation of successful work with children in age level matching that of certification sought (P-3, 1-8, 6-12, P-12)
14) Approval of Teacher Education Council.

Candidates may apply for admission to the Teacher Education Program at the conclusion of the semester in which they complete 45 semester hours of work or as soon as possible thereafter. Since completion of EDUC 3122, The School in American Culture, and ECUC 3121 Orientation to Education, are required for admission to Teacher Education, candidates are given assistance with the application for admission process while taking EDUC 3121. The instructor of this class provides information about all matters relative to the admissions requirements. The instructor also makes arrangements for the teacher education interviews and chairs the committees. The other member of the committee is an instructor from the candidate's academic department.

The Director of Teacher Education receives and processes all applications. Applications are considered by the Admissions and Retention Committee of the Teacher Education Council. The Committee will take one of three actions: 1) admission to teacher education, 2) automatic admission when specified deficiencies are completed, or 3) denial. The action of the Admissions and Retention Committee is not final and the student is not notified until after

the entire Teacher Education Council has been given the results. An individual member of the Council has the right to request that any individual student be considered by the entire Council before being admitted. If the Director of Teacher Education does not receive such a request in the three (3) day stated deadline, the action is final and the student is notified of the Admissions and Retention Committee's action. Students receiving an unfavorable decision may appeal the Committee's decision to the Teacher Education Council.

Candidates who do not meet the admission requirements for teacher education are informed by letter from the Director of Teacher Education. They are given the reason(s) for denial. Students denied admission to Teacher Education may apply again at any time they feel the requirements have been met.

POLICY ON CONTINUED PROGRESS IN TEACHER EDUCATION AND CONTINUED ENROLLMENT IN EDUCATION COURSES

In order to continue progress in teacher education, candidates must maintain minimum requirements including a cumulative GPA of 2.75 each semester and a grade of "C" or better in all education courses.

Candidates who earn a grade below a "C" in an education course will have a onetime opportunity to be put on probation until the course is taught again. A written request from the candidate to the Director of Teacher Education requesting probationary status must be on file and approved before retaking a course or enrolling in other education courses.

Under this policy: 1) candidates will be permitted to continue taking education courses during the one time probationary status, however, candidates must retake the course in which a grade lower than a "C" was earned the next semester the course is offered, and 2) candidates receiving additional grades below "C" in education courses during the period of probation will not be permitted to take additional education courses but may repeat education courses in which they received a grade lower than "C."

Candidates can be expelled from the program based on their scores from the Professional and Character Excellence (PACE) assessment. PACE assessments are completed for all candidates enrolled in professional education courses each semester. The candidates are assessed using an instrument, PACE Assessment in Education Courses, on the following traits:
   (1) Demonstrates preparation including positive and enthusiastic participation
   (2) Meets deadlines, works independently, and aims toward excellence
   (3) Demonstrates a Christian professional attitude with peers and School of Education personnel.
   (4) Exemplifies mature behavior and emotional stability
   (5) Maintains punctual and regular attendance
The rating is conducted using the standard School of Education rubric.

Teacher Education candidates who receive either 3 negative PACE reports in a row (3 semesters), or 5 negative PACE reports overall (individual courses) will be dismissed from the Teacher Education program. After a teacher candidate receives a negative rating he/she

will receive a probationary letter from the School of Education.

SPECIAL PERMISSION TO ENROLL IN PROFESSIONAL EDUCATION COURSES PRIOR TO ADMISSION TO TEACHER EDUCATION

Candidates must be admitted to Teacher Education before enrolling in any professional education course except EDUC 3122, The School in American Culture, and EDUC 3121, Orientation to Teacher Education, which are required for admission. This is monitored by checking class rolls of all courses with the ECED, EDUC or ELEM prefix at the beginning of the semester. Candidates are dropped from these courses if they appear on class rolls and have not been admitted to Teacher Education. Special permission to take these course may be obtained from the Director of Teacher Education in the following situations:

(1) A transfer student who has a 2.75 GPA, is concurrently enrolled in EDUC 3122, The School in the American Culture, and EDUC 3121, Orientation to Teacher Education, and must have another education course to finish his/her degree on schedule.
(2) An upper classman who changes majors to teacher education, has a 2.75 GPA, is concurrently enrolled in EDUC 3122 and EDUC 3121, and must have another education course to finish his/her degree on schedule. (1) and (2) are allowed only during the student's first semester in his/her unique situation.
(3) Students who have been dropped from Teacher Education because of grades may repeat courses in which they have low grades in an attempt to improve their grade point averages.

ADMISSION TO STUDENT TEACHING (CLINICAL PRACTICE)

Candidates must make application for student-teaching by the last Friday in January of the year preceding the school year in which they expect to student teach. Character, scholarship, and work completed in the teaching field will be reviewed.

REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING:
1) Admission to teacher education
2) 95 semester hours of credit
3) Passing score on the Oklahoma General Education Test (OGET)
4) Passing score on the Oklahoma Subject Area Test(s) (OSAT) must be received prior to
    entering the classroom for clinical practice
5) Cumulative grade point average of 2.75
6) Grade point average of 3.00 in major
7) Completion of two-thirds (2/3) of major hours (all courses in major must be completed
before clinical practice begins)
8) Recommendation of major department
9) Recommendation of Student Life Office
10) Satisfactory completion of all pre-clinical field experiences
11) Fulfillment of the requirements for a foreign language, other than English, at the novice
high level for listening and speaking
12) Approval of Teacher Education Council

Applications for student teaching may be obtained in the office of Director of Student Teaching. The Admission and Retention Committee of the Teacher Education Council acts upon these applications using the same procedure as described on the Teacher Education applications.

After a candidate is admitted to student teaching they must maintain all requirements in effect at the time of admission. Fall student teachers are checked for the last time at the end of the spring semester (or summer if in attendance). Spring semester student teachers are checked at the end of the fall semester. The appropriate OSAT(s) must be passed prior to entering student teaching.

CERTIFICATION EXAMS FOR OKLAHOMA EDUCATORS

Each teacher candidate must pass the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT), and the PPAT. Exam dates are scheduled throughout the year. Announcements of testing dates are posted on bulletin boards in DAH. Candidates register for the exams online.

APPROVAL FOR CERTIFICATION

To be recommended for a teaching certificate, the applicant must meet the same requirements as for admission to clinical practice and pass the PPAT. Recommendation will be withheld if the applicant does not meet minimum requirements. Transfer work completed after graduation will not be considered in meeting grade point minimums for a license.

PART IV
CLINICAL AND FIELD EXPERIENCES

FIELD EXPERIENCES (PRACTICA)

Each program in teacher education is required to include extensive field experiences (practica) in the public schools prior to student teaching. At least one field experience must give the teacher education candidate an opportunity to work with a diversity of students – those with exceptionalities and those from diverse ethnic, racial, gender, and socio-economic groups. All candidates will have more than two field experiences (See the Field Experiences Handbook).

STUDENT TEACHING (CLINICAL PRACTICE)

The placement of student teachers is done by the Director of Student Teaching. The candidate gives a preference of schools on the application for admission to student teaching. Requests are limited to schools in the Oklahoma City metropolitan area. To the extent possible, these requests are honored.

The administrator in the public school makes the assignment. Instructions are to not accept a student teacher unless placement can be with a well qualified teacher who has three years of experience and no other student teacher at that time.

The teacher candidate is supervised by a member of the faculty in the School of Education. Student teaching at Oklahoma Christian University is a full semester experience. During the fifteen week semester, the candidate spends the first week in the block courses Human Relations & Cultural Awareness (EDUC 4013), Critical Issues (EDUC 4132), and Applied Instruction and Assessment (4131) the next six weeks in one school, one week on campus with the block courses, and the final six weeks in a second school with a change in ethnic background of students encouraged. During the first six weeks in the classroom, the candidate will also meet one hour per week on campus with his supervisor to share experiences and communicate problems and to give the supervisor additional opportunities for input. All candidates, whether student teaching in the fall or spring semester, spend the opening week (six days) of school in the two public school classrooms in which they will student teach later in the year. This observation is in addition to the twelve weeks of student teaching. This allows the candidates to see how the teachers get started – prepare for instruction, set up rules of discipline, prepare record keeping procedures, arrange classrooms, etc.

During student teaching, candidates are required to attend and report on three professional meetings and three school activities which teachers are commonly expected to attend. They also prepare written reports on five different classes they have observed during the opening week in the public schools and five different classes they have observed during the first week of student teaching, attempting to identify objectives and methods and to recognize strengths in teaching practices.

The college supervisor arranges a get-acquainted visit to the cooperating teacher(s) early at each site with the purpose of establishing rapport and of beginning to evaluate the candidate's adaptation to the classroom situation. A Cooperating Teacher Breakfast/In-service is held on campus the 2nd Tuesday or Thursday of each six-week student teaching period. This in-service education better acquaints the cooperating teacher with the expectations of student teaching as well as the Conceptual Framework model. Feedback is solicited on changes that could be made to the teacher education program to make it even more effective.

The college supervisor observes the student teacher a minimum of four times. Two visits will be made at each site. While there, the supervisor makes an evaluation of the candidate's work, discusses it with the candidate, and consults with the cooperating teacher. Upon completion of student teaching, the evaluations will become a part of the candidate's permanent file in the School of Education office.

PART V
SELECTION OF THE COOPERATING TEACHER

From: Guidelines for Student Teaching in Oklahoma, Oklahoma State Department of Education

SELECTION OF THE COOPERATING TEACHER

The cooperating teachers should be carefully selected so that only those who have the ability to work effectively with teacher candidates are chosen. The principal of the cooperating school and the teacher education institution should participate in the selection of the cooperating teacher. Acceptance of student teachers should be voluntary. Only teachers who wish to supervise teacher candidates should be selected for this important responsibility.

The cooperating teacher should be notified of a teacher candidate assignment well in advance of the beginning date of the student teaching period.

CRITERIA FOR SELECTION

1. Academic Preparation
   a. A bachelor's degree from an accredited teacher preparation program
   b. Knowledge of the basic principles of supervision is necessary.
   c. Special training for supervision through in-service workshops and/or supervision course work is highly recommended.

2. Experience
   a. A minimum of three years teaching experience is desirable with at least the most recent year in the present teaching position
   b. Is teaching in the major area of preparation
   c. Is an active member of professional and educational organizations
   d. Demonstrates that he/she can work as an effective team member
   e. Demonstrates academic competence and successful teaching techniques.

3. Personal Qualities
   a. Has a positive attitude toward people in general, public education and the teaching profession.
   b. Participates willingly in the student teaching program.

PART VI
SPECIALTY PROFESSIONAL ASSOCIATION STANDARDS

EARLY CHILDHOOD EDUCATION (NAEYC)

1. Promoting Child Development and Learning. Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2. Building Family and Community Relationships. Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

4. Using Developmentally Effective Approaches. Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

5. Using Content Knowledge to Build Meaningful Curriculum. Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6. Becoming a Professional. Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology

effectively with young children, with peers, and as a professional resource
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession
7. Early Childhood Field Experiences. Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).
Key elements of Standard 7
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

CAEP 2018 K-6 ELEMENTRY TEACHER PREPARATION

Standard 1: Understanding and Developing Each Child's Developmental and Learning Needs
Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.
Components:
   a) Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
   b) Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.
   c) Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching
Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.
Components:
   a) Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.
   b) Candidates demonstrate and apply understandings of major mathematics concepts,

algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.

c) Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

d) Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.

Standard 3: Assessing, Planning, and Designing Contexts for Learning
Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.
Components:
a) Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.
b) Candidates use assessment results to improve instruction and monitor learning.
c) Candidates plan instruction including goals, materials, learning activities and assessments.
d) Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
e) Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.
f) Candidates explicitly support motivation and engagement in learning through diverse evidence based practices.

Standard 4: Supporting Each Child's Learning Using Effective Instruction
Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.
Components:
a) Candidates use a variety of instructional practices that support the learning of every child.
b) Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.
c) Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

d) Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.
e) Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
f) Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
g) Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.

Standard 5: Developing as a Professional
Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.
Components:
a) Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.
b) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.
c) Candidates participate in peer and professional learning communities to enhance student learning.

ENGLISH EDUCATION (NCTE)

1.0 Structure of the Basic Program
Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.
2.0 Attitudes for English Language Arts
2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.
2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.
2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.
2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.
2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.
3.0 Knowledge of English Language Arts
3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.
3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
3.3 Candidates demonstrate their knowledge of reading processes.

3.4 Candidates demonstrate knowledge of different composing processes.

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.

4.0 Pedagogy for English Language Arts

4.1 Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

4.2 Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

4.6 Candidates engage students in critical analysis of different media and communications technologies.

4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

4.8 Candidates engage students in making meaning of texts through personal response.

4.9 Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

4.10 Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

MATHEMATICS EDUCATION (NCTM)

See https://www.nctm.org/uploadedFiles/Standards_and_Positions/NCTM_Secondary_2020 _Final.pdf

MUSIC EDUCATION (NASM)

Common Body of Knowledge and Skills. The common body of knowledge and skills that constitute the basic foundation for work and continuing growth as a music professional.

    A. Performance - Students must acquire:

    1. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.

    2. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.

3. The ability to read at sight with fluency.

4. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.

5. Keyboard competency. Experiences in secondary performance areas are recommended.

6. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

B. Aural Skills and Analysis - Students must acquire:

1. An understanding of the common elements and organizational patterns of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.

2. Sufficient understanding of musical forms, processes, and structures to use this knowledge in compositional, performance, scholarly, pedagogical, and historical contexts, according to the requisites of their specializations.

3. The ability to place music in historical, cultural, and stylistic contexts.

C. Composition and Improvisation - Students must acquire:

1. Rudimentary capacity to create derivative or original music both extemporaneously and in written form.

2. The ability to compose, improvise, or both at a basic level in one or more musical languages, for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulating the common elements in non-traditional ways.

D. History and Repertory - Students must acquire:

1. A basic knowledge of music history through the present time.

2. An acquaintance with repertories beyond the area of specialization. All students must be exposed to a large and varied body of music through study and attendance at recitals, concerts, opera and musical theatre productions, and other performances.

E. Technology - Students must acquire:

1. A basic overview understanding of how technology serves the field of music as a whole.

2. Working knowledge of the technological developments applicable to their area of specialization.

F. Synthesis - While synthesis is a lifetime process, by the end of undergraduate study students should be:

1. Working independently on a variety of musical problems by combining their capabilities in performance; aural, verbal, visual analysis; composition and improvisation; and history and repertory.

2. Forming and defending value judgments about music.

3. Acquiring the tools to work with a comprehensive repertory, including music from

various cultures of the world and music of their own time.

4. Understanding basic interrelationships and interdependencies among the various professions and activities that constitute the musical enterprise.

Music Competencies. In addition to those basic competencies outlined above, the following apply to the preparation of music teachers:

(1) Conducting. The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and baton techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential.

(2) *Arranging*. The prospective music teacher should be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.

(3) *Functional Performance*. In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.

(4) *Analysis/History/Literature*. The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of musical styles, the literature of diverse cultural sources, and the music of various historical periods.

(5) Essential competencies and experiences for the vocal/choral or general music teaching specialization are:
> (a) sufficient vocal and pedagogical skill to teach effective use of the voice;
> (b) experience in solo vocal performance and choral ensemble;
> (c) performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments;
> (d) laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes.

(6) *Essential competencies and experiences for the instrumental music teaching specialization are*
> (a) knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups;
> (b) experiences in solo instrumental performance, as well as in both small and large instrumental ensembles;
> (c) laboratory experiences in teaching beginning instrumental students

individually, in small groups, and in larger classes.

Teaching Competencies. The musician-teacher should understand the total contemporary educational program – including relationships among the arts – in order to apply music competencies in teaching situations, and to integrate music instruction into the total process of education. Essential competencies are:

(1) Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.

(2) An understanding of child growth and development and an understanding of principles of learning as they relate to music.

(3) The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

(4) Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization.

(5) The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

(6) An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

SCIENCE EDUCATION (NSTA) 2012 Standards

1. NSTA Standard 1: Content Knowledge

Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

1a) Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

1b) Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.

1c) Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.

2. Standard 2: Content Pedagogy

Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.

2b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

2c) Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

3. Standard 3: Learning Environments

Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

3a) Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.

3b) Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

3c) Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

3d) Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

4. Standard 4: Safety

Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

4a) Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

4b) Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

4c) Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

5. Standard 5: Impact on Student Learning

Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

5a) Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

5b) Provide data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

5c) Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

6. Standard 6: Professional Knowledge and Skills

Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

6a) Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

6b) Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

SOCIAL STUDIES EDUCATION (NCSS)

NCSS 2018 STANDARDS – PLAN

STANDARD 1: CONTENT KNOWLEDGE

Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

Element 1a: Candidates are knowledgeable about the <u>*concepts, facts, and tools*</u> in civics, economics, geography, history, and the social/behavioral sciences.
- U.S. History to 1877 (HIST 2213)
- U.S. History since 1877 (HIST 2223)
- Perspectives in Western Civ. (HIST 2913)
- Oklahoma History (HIST 2313)
- Introduction to American Politics (POLS 2113)
- Macroeconomics (ECON 2113)
- World Regional Geography (GEOG 2213)
- Comparative Politics (POLS 2413)
- General Psychology (PSYC 1113)
- Developmental Psychology (PSYC 3523)

Element 1b: Candidates are knowledgeable about <u>*disciplinary inquiry*</u> in civics, economics, geography, history, and the social/behavioral sciences. *For example, in history would involve the use of a set of historical thinking approaches (contextualization, historical empathy, change-over-time analysis, historical significance) that are then applied to a historical inquiry whereby the historian analyzes a series of primary and secondary documents to construct a narrative of the past.*
- Introduction to Historical Research (HIST 2123)
- Senior History Seminar (HIST 4733)
- Macroeconomics (ECON 2113)
- World Regional Geography (GEOG 2213)
- Comparative Politics (POLS 2413)
- Developmental Psychology (PSYC 3523)

Element 1c: Candidates are knowledgeable about <u>*disciplinary forms of representation*</u> in civics, economics, geography, history, and the social/behavioral sciences. *For example, geographers might produce maps generated through geographic information systems to illustrate geographic trends in a geographic area, whereas historians would produce a historical account of an episode in the past.*
- Introduction to Historical Research (HIST 2123)
- Senior History Seminar (HIST 4733)
- Macroeconomics (ECON 2113)
- World Regional Geography (GEOG 2213)
- Comparative Politics (POLS 2413)
- Developmental Psychology (PSYC 3523)

STANDARD 2: APPLICATION OF CONTENT THROUGH PLANNING
Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

Element 2a: Candidates plan learning sequences that demonstrate social studies <u>knowledge</u> aligned with the C3 Framework, state-required content standards, and theory and research.
- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Literacy in the Content Area (EDUC 4112)

Element 2b: Candidates plan learning sequences that <u>engage learners with</u> *<u>disciplinary concepts, facts, and tool</u>*s from the social studies disciplines to facilitate social studies literacies for civic life.
- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Literacy in the Content Area (EDUC 4112)

Element 2c: Candidates plan learning sequences <u>that engage learners in</u> *<u>disciplinary inquiry</u>* to develop social studies literacies for civic life.
- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Literacy in the Content Area (EDUC 4112)

Element 2d: Candidates plan learning sequences where <u>learners create *disciplinary forms of representation*</u> that convey social studies knowledge and civic competence.
- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Literacy in the Content Area (EDUC 4112)

Element 2e: Candidates plan learning sequences that <u>use technology to foster civic competence</u>.
- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Educational Technology (EDUC 3421)
- Student Teaching in the Secondary School (EDUC 4618)

STANDARD 3: DESIGN AND IMPLEMENTION OF INSTRUCTION AND ASSESSMENT
Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

Element 3a: Candidates design and implement a range of authentic <u>assessments</u> that measure <u>learners'</u> mastery of *disciplinary knowledge*, *inquiry*, and *forms of representation* for civic competence and demonstrate alignment with state-required content standards.
- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Learning, Instruction, and Assessment (EDUC 3123)
- Literacy in the Content Area (EDUC 4112)

Element 3b: Candidates design and implement <u>learning experiences</u> that <u>engage learners</u> in *disciplinary knowledge*, *inquiry*, and *forms of representation* for civic competence and demonstrate alignment with state-required content standards.
- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Literacy in the Content Area (EDUC 4112)

Element 3c: Candidates <u>use theory and research</u> to implement a variety of <u>instructional practices</u> and <u>authentic assessments</u> featuring *disciplinary knowledge*, *inquiry*, and *forms of representation* for civic competence.
- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Literacy in the Content Area (EDUC 4112)

Element 3d: Candidates exhibit <u>data literacy</u> by <u>using assessment data to guide instructional decision-making</u> and reflect on student learning outcomes related to *disciplinary knowledge*, *inquiry*, and *forms of representation* for civic competence.
- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Literacy in the Content Area (EDUC 4112)

Element 3e: Candidates <u>engage learners in self-assessment</u> practices that support individualized learning outcomes related to *disciplinary knowledge*, *inquiry*, and *forms of representation* for civic competence.
- Methods of Teaching Social Studies (EDUC 4473)

- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Literacy in the Content Area (EDUC 4112)

STANDARD 4: SOCIAL STUDIES LEARNERS AND LEARNING
Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Element 4a: Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.
- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Literacy in the Content Area (EDUC 4112)
- Orientation to Teacher Education (EDUC 3121)

Element 4b: Candidates facilitate collaborative, interdisciplinary learning environments in which learners use *disciplinary facts, concepts, and tool*s, engage in *disciplinary inquiry*, and create *disciplinary forms of representation.*
- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Literacy in the Content Area (EDUC 4112)

Element 4c: Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.
- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Literacy in the Content Area (EDUC 4112)

STANDARD 5: PROFESSIONAL RESPONSIBILITY AND INFORMED ACTION
Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Element 5a: Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

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- Methods of Teaching Social Studies (EDUC 4473)
- AIA (EDUC 4131)
- Student Teaching in the Secondary School (EDUC 4618)
- Literacy in the Content Area (EDUC 4112)
- U.S. History to 1877 (HIST 2213)
- U.S. History since 1877 (HIST 2223)
- Perspectives in Western Civ. (HIST 2913)
- Oklahoma History (HIST 2313)
- Introduction to American Politics (POLS 2113)
- Macroeconomics (ECON 2113)
- World Regional Geography (GEOG 2213)
- Comparative Politics (POLS 2413)
- General Psychology (PSYC 1113)
- Developmental Psychology (PSYC 3523)

Element 5b: Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.
- Methods of Teaching Social Studies (EDUC 4473)

Element 5c: Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.
- Student Teaching in the Secondary School (EDUC 4618)

PART VII
TEACHER EDUCATION SUMMARY OF ASSESSMENT PROCESSES AND USE OF DATA

The faculty members of the School of Education are committed to the belief that the preparation of effective teachers requires a continuous evaluation of the program, how the program is delivered, and the effectiveness of its graduates. Further, this process should: 1) use multiple measures, 2) include internal and external review, 3) involve professionals who provide clinical and field experiences and who employ graduates of the program, 4) obtain data from current candidates and graduates, 5) include immediate on-going assessments, as well as, long-term or periodic assessments, and 6) use results for program improvement.

Assessment and Data Gathering Processes	How Data are Used
Grade Point Averages -Cumulative grade point average -Major field grade point average	An internal assessment used to make judgments about candidates' propensity for scholarship and their acquisition of general and specific knowledge and skills – general knowledge and content knowledge.
Standard Test Scores -OGET (Oklahoma General Education Test) -OSAT (Oklahoma Subject Area Test) -PPAT	An external assessment used to make judgments about candidates' general, subject content, professional knowledge and skills, and teacher effectiveness
Grades in Specific Courses -Communication Skills Course, COMM 1213 -Professional Education Courses – No grade below a "C"	Internal assessments used to make judgments about candidates' oral communication skills and their ability to master study in professional education content.
Teacher Education Writing Examination	Internal assessment of candidates' mastery of the essential writing skills expected of professional educators.
Interviews -Teacher Education Interview Committee	An internal assessment which provides another measure of candidates' oral and written communication skills and their interest in teaching.
Recommendations -Student Life Office	Both internal and external assessments which are used to ensure fitness as teacher candidates – moral and ethical soundness, general mental

Assessment and Data Gathering Processes	How Data are Used
-Responsible Person Documenting Applicants' Work with Children -Major Department	soundness, and focused interest in working with children.
Approval of Teacher Education Council	An internal assessment process which reviews a number of pieces of data and makes judgment about readiness at two points – at entry into the program and before clinical practice begins.
Teacher Work Sample Assessment	An internally administered process of an externally developed and approved process (the Oklahoma Teacher Work Sample). Data acquired from this process are used to assess candidates' knowledge and skills in the essential elements of the instructional delivery process. Some of the elements speak directly to the candidates' skills in teaching so that all students learn. Other elements speak to their ability to analyze the diversity which exists in the classroom and their ability to develop appropriate instructional strategies to address this diversity.
Field Experience Assessments by University Faculty -Formative Assessment Instrument -Summative Assessment Instrument	An internal process which is designed to focus the candidates' work more precisely on the development of the knowledge and skills of teaching while they are in field experiences which occur prior to student teaching.
Assessment of Candidate Dispositions for Teaching PACE -At Entry into Program – receive a score of 2 on a Dispositions portion of the Teacher Education Interview Rubric. -Before Clinical Practice Begins – not receiving 5 sub-target scores or 3 sub-target scores in succession -Before Program Completion – not receiving 5 sub-target scores or 3 sub-target scores in succession on the disposition items on the Formative and Summative assessments during clinical practice (student teaching).	At the time of admission to teacher education, a score less than 2 could require another interview, a required appointment with a faculty member, or a "do not approve" for admission. Before Clinical Practice, scores below 3 require a conference with the candidate's advisor, notification of the Chair of the School of Education by the advisor, and a conference with the Chair as warranted per recommendation of the advisor. Same as above.

Assessment and Data Gathering Processes	How Data are Used
Assessments of Candidate Skills During Student Teaching by Experienced Clinical and University Faculty Assessment by Clinical (field site) and University Faculty Using: Student Teaching FORMATIVE Assessment Instrument Student Teaching SUMMATIVE Assessment Instrument PPAT	Clinical (field site) faculty and university faculty combined conduct six assessments using the formative instrument and four assessments using the summative instrument. The Formative instrument assesses 24 competencies aligned with the state's formerly-mandated teacher assessment, the Minimum Criteria for Effective Teaching. The Summative instrument assesses 16 of the Oklahoma Christian University School of Education Candidate Competencies. These also incorporate the competencies of the Interstate New Teacher Assessment and Support Consortium (INTASC). Candidates receive copies of the formative assessments to help them improve their instructional effectiveness. The results of the summative assessments are shared with the candidates by their university supervisors, but they do not receive copies of the assessment. Results of both assessments are analyzed and shared with university faculty. The faculty members review the results of these assessments and think about what the results mean for improvements in the program and assessment processes. The PPAT is a comprehensive national assessment of teacher effectiveness
Completer Assessments -TLE Scores -Impact on Student Learning **-**Mentor Survey	 An external assessment conducted annually by the state. School administrators evaluate Oklahoma Teachers. An external survey of completers conducted annually. Completers use their own assessments or the district's benchmark assessments to measure learning gain. An external assessment conducted annually by the state. School administrators evaluate

Assessment and Data Gathering Processes	How Data are Used
-Completer Survey	Oklahoma Teachers on items aligned to the InTASC Standards
	An external assessment conducted annually by the state. Completers assess how well their teacher education programs prepared them. Items are aligned with the InTASC Standards.

PART VIII
GOVERNANCE

The EPP has responsibility for (1) developing and implementing governance policies and practices, (2) developing and administering programs that meet standards set by the State Department of Education, Office of Educational Quality and Accountability, and CAEP, and which are congruent with the Effective Teachers for All Learners Conceptual Framework model, (3) establishing and administering admissions and retention standards and for selecting qualified faculty and promoting development

The School of Education has the responsibility for all professional education programs. The early childhood and elementary programs are administered within the EPP. All other P-12 and secondary programs (English, mathematics, music, science, and social studies) are administered cooperatively with the respective academic departments in other administrative entities on campus.

The Teacher Education Council, chaired by the Director of Teacher Education, is an important body in the coordination and governance of all professional education programs on a university wide basis (see Appendix B, Bylaws). This body acts on curricula, programs, admission to teacher education and student teaching, and all policies governing the Teacher Education Program. The Teacher Education Council meets at least once each year. Special meetings are called by the chair as needed.

The Curriculum Committee, a standing committee of the Teacher Education Council, is responsible for periodic reviews of teacher education curricula and for reviewing all proposals for changes in the teacher education programs   The process followed in all program changes is as follows:

STEP #1 - The Chair, School of Education is notified of proposed change.

STEP #2 - The Chair notifies the Chief Academic Officer of the proposed change.

STEP #3 - The proposal is submitted to the Curriculum Committee of the Teacher Education Council for action.

STEP #4 - Recommendations of the Curriculum Committee are acted upon by the Teacher Education Council.

STEP #5 – The University Academic Affairs Committee is informed of the action of the Teacher Education Council.

The EPP is responsible and has the authority for identifying, developing, and using its human, fiscal and physical resources to support the delivery of its programs. The major responsibility for leadership in this area rests with the Chair of the School of Education. However, the responsibilities are also shared by faculty of the EPP in a variety of ways identified below by the broad categories:

Human Resources. Selection of faculty (full and part-time) is a responsibility that is shared by the faculty of the EPP. This responsibility and the authority associated with it are exercised with considerable care to ensure that students are taught and supervised by faculty qualified by academic preparation, background and experience. The university seeks candidates with excellent experience in their field, from culturally diverse backgrounds, and with service and scholarly activities in the field of education. Similar care is given to the selection of adjunct faculty, resource people invited as guest presenters, field site supervisors and personnel who serve on advisory bodies.

Fiscal Resources. Funds for operation of its programs are requested, received and administered annually through the normal university budget processes. The EPP has considerable latitude in spending the budgeted funds. These funds have been adequate to support the EPP's programs.

Physical Resources. The EPP has assumed its responsibility for requesting improvements in the facilities used for classrooms and offices. The EPP requests funding through the normal budgeting process to improve and update technology, equipment, and materials.

PART IX

DUE PROCESS

Appeal of Adverse Decisions Relative to Teacher Education

All candidates are guaranteed the right of due process when an adverse decision, including the P.A.C.E. assessment, is rendered so that the candidate cannot continue in Teacher Education. The due process procedure for any step begins with (step 1) an appeal to the Admission and Retention Committee of the Teacher Education Council. The next step (step 2) is to appeal to the Teacher Education Council. The final step (step 3) is to appeal to the University Academic Appeals Committee.

Academic Appeals (on Matters not Specific to Teacher Education) (Taken from Academic Catalog)
Any student may appeal a final grade received in a course. To assure due process and protect the rights of both you and the professor, the appeals procedure below must be followed.

Except by this process, no student-appealed grade may be changed, and no student-contested academic action by a professor may be reversed.

STEP 1 – CONTACT THE PROFESSOR

A student who disagrees with a professor on a course grade or other grade related issue must contact the professor in writing to explain the concern or complaint. If the student does not bring the matter to the professor's attention within four weeks of the final grade report, the student loses the right to appeal. The professor has two weeks to respond to the student's appeal.

STEP 2 – APPEAL TO THE CHAIR

If interaction with the professor does not resolve the issue, the student has two weeks from that response to appeal to the chair of the professor's school or department. Otherwise, you lose the right of appeal and the issue is considered closed. If the professor is the chair, you will take the appeal to the dean. The appeal must include a written description of the circumstances as understood by the student. Two copies of this written appeal must be given to the chair in a private interview. The chair will give one copy of the student's appeal to the professor and request any supporting documentation from the professor. The chair will discuss the complaint with the professor and, where appropriate, with other students. The chair will make a decision as soon as is reasonably practicable, but in no event longer than four weeks from the date of receipt of the appeal, and will communicate that decision in writing to the student. After receiving the appeal, the chair has two options: the chair may make the decision and explain it to the student and the professor within two weeks or, if the chair considers the matter sufficiently serious or complex, the chair may take the matter to the dean of the professor's college for further review and response.

STEP 3 – APPEAL TO THE DEAN

If the chair makes the decision, and if the student or the professor is not satisfied that the chair's decision is fair and just, either may appeal to the dean of the professor's college within one week of the decision by the chair. After receiving the appeal, the dean has two options: the dean may make the decision and present it in writing to the student, the professor, and the chair within four weeks or, if the dean considers the matter sufficiently serious or complex, the dean may take the matter to the Academic Appeals committee.

STEP 4 – APPEAL TO THE ACADEMIC APPEALS COMMITTEE

If the dean makes the decision, and if the student or the professor are not satisfied that the dean's decision is fair and just, either may initiate an appeal to the Academic Appeals Committee by notifying the Chief Academic Officer in writing of the appeal within one week of the dean's decision. The dean will present a copy of the original appeal and any documents submitted by the professor or gathered in evidence prior to the dean's decision. The Academic Appeals Committee may discuss the matter with the student and professor individually. The Academic Appeals Committee will decide the matter as soon as is reasonably practicable, but in no event longer than four weeks after the matter is submitted to it. After review, the decision of the Academic Appeals Committee is final and must be reported in writing to all involved parties by the Chief Academic Officer.

PART X
TEACHER EDUCATION FACULTY DEVELOPMENT PLAN
OKLAHOMA CHRISTIAN UNIVERSITY

Teacher Education Faculty Development Committee

COMMITTEE MEMBERSHIP

The Teacher Education Faculty Development Committee shall be comprised of: the Chief Academic Officer, the university Registrar, a faculty member from the School of Education, a university faculty member from a content area which has a program for teacher preparation, and a public school classroom teacher. The committee chair shall be appointed by the Director of Teacher Education. This committee is a standing committee of the Teacher Education Council.

FUNCTIONS OF THE COMMITTEE

The functions of this committee are to implement and monitor Oklahoma Christian's plan for teacher education faculty development. The Teacher Education Faculty Development Committee shall review plans for each faculty member involved in the teacher education process. These plans shall be included as a part of the annual accreditation report to the Oklahoma Commission for Teacher Education. The Faculty Development Committee shall serve in an advisory capacity to the Director of Teacher Education.

COMMITTEE MEETINGS

The Teacher Education Faculty Development Committee shall meet to review the Professional Growth Plans, usually in September. The Committee shall inform all members of their review status.

FACULTY REQUIREMENTS FOR MEETING STAFF DEVELOPMENT

Each faculty member shall accumulate a minimum rate of fifteen (15) points per year of service with a total minimum of seventy-five (75) Staff Development Units (if employed for five (5) full years). Points are earned in the following categories of services:
1. Serving in an accredited school (minimum of 10 hours if Teacher Education Faculty and 4 hours if Teacher Education Council). This is required.
2. Professional Service (consult in public school staff development programs, teach/direct public school staff development workshops/seminars, serve or consult with state boards or committee involving educational issues, etc.
3. Professional Growth (complete higher education course work related to professional work, participate in workshop related to professional development, attend/participate in meetings of professional organizations, serve as an officer in a professional organization, serve as a member of an accreditation team, participate in an exchange program, etc.
4. Professional Publications/Presentations (presentation of a paper at professional meeting –

15 hour limit, publish in professional literature or equivalent activity, prepare formal review of books and/or journal articles that are intended for public school and/or professional education courses, etc.

5. Collaboration with P-12 Schools (participate in cooperative university and public school research/service projects, etc.)

6. Collaboration with Community – when impacting education.

FACULTY MEMBERS INVOLVED IN DEVELOPMENT PLAN

The Teacher Education Faculty Development plan applies to the following areas of instructional responsibility:

(1) School of Education faculty

(2) Teacher Education Faculty as defined in Article III, Section 5, Bylaws of the Teacher Education Council – teach methods courses, teach professional education courses, supervise student teachers, supervise practicums in education, and serve on Resident Year committees.

Individual Growth Plans shall be submitted for annual approval to the Teacher Education Faculty Development Committee. These plans shall be available to the Oklahoma Commission for Teacher Preparation in annual reports and as a part of the five-year program review.

PROFESSIONAL AND CHARACTER EXCELLENCE (P.A.C.E) ASSESSMENT

STATEMENT OF VERIFICATION – PACE
(Professional And Character Excellence)

Throughout the program, candidates are expected to demonstrate that they possess the traits expected of effective educators in a diverse society.

Before admission to teacher education, candidates articulate a desire to teach P-12 students by writing a paper to be reviewed by faculty. They are then interviewed by a Teacher Education Interview Committee and questioned regarding the desire they have articulated in writing. The Teacher Education Interview Committee completes a rubric rating of the candidates: articulation of desire to teach, enthusiasm for subject, and value shown in student development/progress. As reflected in the first transition point, candidates must have scores of 2 or better on the traits portion of the Teacher Education Interview Rubric.

While enrolled in EDUC 3121, Orientation to Teacher Education, teacher candidates complete a self-assessment using an instrument which includes the INTASC statements. This assessment addresses appropriate traits for teaching. This occurs while the teacher candidates involved in a 33-hour practicum in a P-12 classroom in a school with a diverse population.

PACE assessments are completed for all candidates enrolled in professional education courses each semester and for candidates in courses taught by members of the Teacher Ed. Council (content-area professors). The candidates are assessed using an instrument, PACE Assessment in Education Courses, on the following traits:

(1) Demonstrates preparation including positive and enthusiastic participation
(2) Meets deadlines, works independently, and aims toward excellence
(3) Demonstrates a Christian professional attitude with peers and School of Education personnel.
(4) Exemplifies mature behavior and emotional stability
(5) Maintains punctual and regular attendance

The rating is conducted using the standard School of Education rubric. Teacher Education candidates who receive either 3 negative PACE reports in a row (3 semesters), or 5 negative PACE reports overall (individual courses) will be dismissed from the Teacher Education program. After a teacher candidate receives a negative report he/she will receive a probationary letter from the School of Education and meet with his/her advisor to develop a plan of action. After two negative reports, the candidate will meet with the Chair.

Candidates' traits are assessed during student teaching on specified items of the Formative and Summative Assessment Instruments. These assessments are conducted by the university faculty and the clinical faculty. The standard School of Education rubric is used for this assessment. Traits assessed include (1) appropriate dress/grooming, (2) relates well with students, (3) exemplifies mature behavior and emotional stability, (4) is reliable and cooperative, 5) maintains punctual and regular attendance, and (6) responds well to supervision.

Candidates verify that have been informed of the PACE assessment and policy by signing the verification page.

I have read the Rationale and Description of Traits, and I commit to demonstrating excellence in these traits. I understand that in addition to the demonstration of academic excellence and performance regarding the requirements of the School of Education, my acceptance and progress in Teacher Education depends on successful demonstration of the above traits.

_____ _____ _____
Student's Name   **Signature**   **Date**

Below is a copy of the Advisement Form. When a candidate receives a score below three on any PACE report, he/she meets with his/her advisor to discuss the assessment and how to make improvements.

P.A.C.E. (Professional and Character Excellence)
Advisement Form
Student:
Major:
Date:
Conducted by:

Based on the P.A.C.E indicator(s) circled below, the following concerns have been addressed and discussed:
A. Demonstrates preparation with positive and enthusiastic participation
B. Meets deadlines, works independently, and aims toward excellence (aspires to do well)
C. Demonstrates Christian/professional attitude with peers and School of Education personnel
D. Exemplifies mature behavior and emotional stability
E. Maintains punctual and regular attendance

The undersigned acknowledge that these issues have been addressed and discussed. If any plan of action or further discussion/monitoring is to be addressed, the details will be included beneath "comments."
Student's signature _____
Chair's signature _____
Comments:

Below is a copy of the probationary letter given to candidates who have either four sub-target PACE reports in total or have received two sub-target reports in subsequent semester.

Date

Dear Teacher Candidate,
The School of Education is committed to preparing candidates who possess the knowledge, skills, and dispositions necessary to be highly qualified teachers. In addition, our accrediting agency, CAEP (Council for the Accreditation of Educator Preparation), supports the acquisition of specific traits that align with competent teachers.
As you are aware, The School of Education tracks character excellence each semester beginning with the semester in which you made application to be in the teacher preparation program.
This letter is a probationary communication reminding you of the PACE policy (below) and alerting you that you have either two negative ratings in a row or four negative ratings overall.

Teacher Education candidates who receive either 3 negative PACE reports in a row (3 semesters), or 5 negative PACE reports overall (individual courses) will be dismissed from the Teacher Education program. After a teacher candidate receives 2 negative ratings in a row (2 semesters), he/she will receive a probationary letter from the School of Education After a teacher candidate receives 4 negative ratings overall (4 individual classes), he/she

will receive a probationary letter from the School of Education.

APPENDIX A

TEACHER EDUCATION FACULTY
PROFESSIONAL GROWTH PLAN

NAME:_____

TOTAL HOURS: _____

PROFESSIONAL GROWTH PLAN
(20XX-20XX)

TO: Professors of Teacher Education and Teacher Education Council
FROM: Chair, Teacher Education Faculty Development Committee
SUBJECT: Record of Professional Development

Please keep a record of your Professional Development activities for the period of July 1, 20XX to June 30, 20XX. You will be asked to submit this record of activities to the Teacher Education Faculty Development Committee. These reports will be submitted to the Oklahoma Commission for Teacher Preparation Visitation Committee during their five-year visit for continuing approval of Oklahoma Christian University's teacher certification programs. Record your activities under the following categories indicating the time spent in each activity. Give dates, places, and complete titles where appropriate.

1. Serve in a state accredited school (minimum of 10 hours if teacher education faculty and content area faculty who supervise practicum or student-teaching candidates).

Total hours_____

2. Professional Service (consult in public school staff development programs, teach/direct public school staff development workshops/seminars, serve or consult with state boards or committees involving educational issues, etc.).

Total hours_____

3. Professional Growth (complete higher education course work related to professional work, participate in workshops related to professional development, attend/participate in meetings of professional organizations, serve as an officer in a professional organization, serve as a member of an accreditation team, participate in an exchange program, etc.).

Total hours_____

4. Professional Publications/Presentations (presentation of paper at professional meeting – 15 hour limit, publish in professional literature or equivalent activity, prepare formal review of books and/or journal articles that are intended for public school and/or professional education courses, etc.).

Total hours_____

5. Collaboration with P-12 schools (participate in cooperative university and public school research/service projects, etc.).

Total hours_____

6. Collaboration with Community – when impacting education.

Total hours_____

**PROFESSIONAL DEVELOPMENT REQUIREMENTS
FOR TEACHER EDUCATION COUNCIL MEMBERS**

1. **Minimum of 15 hours must be completed each year.**

2. **One (1) semester hour of college credit is equal to fifteen (15) hours.**

3. **Complete reports are due to the Chairman of the Faculty Development Committee on June 30 each year.**

4. **After the committee approves your hours, a copy will be returned to you. This will usually occur in September.**

RESULTS:

_____   **Approved**

_____   **Approved with the following changes:**

_____

_____

_____

_____

_____

APPENDIX B
BYLAWS OF THE TEACHER EDUCATION COUNCIL

ARTICLE I
NAME

This organization shall be called the Teacher Education Council of Oklahoma Christian University.

ARTICLE II
PURPOSE

The purpose of the Teacher Education Council is to serve as the university-wide body that acts on all policy matters pertaining to the preparation of teachers. See Section 2 for specific responsibilities of the Teacher Education Council.

ARTICLE III
MEMBERSHIP

Section 1. Membership of the Teacher Education Council

A. Members to the Teacher Education Council will be as follows: the Director of Teacher Education, all Teacher Education Faculty members, one (1) faculty member from each entity offering a program leading to teacher certification, two (2) students, one (1) public school teacher and/or administrator, and four (4) ex officio members, nonvoting members. The ex officio members shall be the Chief Academic Officer, Dean of the College of Humanities and

Bible, Registrar, and Librarian who coordinates teacher education materials.

B. The Director of Teacher Education, members of the Teacher Education Faculty, and the ex officio members are on the Council automatically as a result of their positions.

C. Members of the Council from academic departments will be appointed by the Chief Academic Officer subject to approval by the Director of Teacher Education. These individuals must participate in teacher education staff development programs. They should have academic backgrounds in teacher education, and elementary and/or secondary school experience. Appointments will be made annually, but may be the same individuals.

D. Two student representatives that are active members of student education groups.

E. The council member representing the educational community will be appointed by the Director of Teacher Education. These members will normally serve a three-year term.

F. The Director of Teacher Education or designee shall act as Chair of the Teacher Education Council.

Section 2. Duties of the Teacher Education Council

A. Duties of the Teacher Education Council shall be as follows:
   1. To establish policy and guidelines for all teacher education programs.
   2. To advise and make recommendations to the Director of Teacher Education.
   3. To hear reports, receive recommendations, and take action as needed on all matters forwarded by the standing committees.
   4. To advise the standing committees in carrying out their duties.
   5. To approve the appointment of ad hoc committees when they are necessary.
   6. To receive communications on any and all matters relating to the Teacher Education Council.
   7. To approve changes in the curricula and programs related to teacher preparation.
   8. To approve policies and guidelines relative to the assessment of programs and teacher education candidates.

Section 3. Standing Committees of the Teacher Education Council

The Council shall be organized into four (4) standing committees - Curriculum and Standards Committee, Admissions and Retention Committee, Faculty Development Committee, and Assessment Committee. These committees shall be appointed by the Director of Teacher Education with balanced membership selected to fulfill the duties of the Teacher Education Council and to adequately represent the university administration, Teacher Education Faculty, faculty in other academic EPPs which have programs that prepare teachers, teacher education students, and public school teachers.

In making appointments to standing committees, the Director of Teacher Education, shall also consider the need for continuity of membership to ensure stability of the work of the Teacher

Education Council. Normally terms will be for a three-year period.

Section 4. Duties of the Standing Committees

A. Duties of the Curriculum Committee shall be as follows:
1. To review, hold hearings, and propose acceptance or rejection of program and policy changes or additions in teacher education.
2. To review periodically the teacher education curricula and to make suggestions for improvement.
3. To articulate its work with that of the academic entities and Academic Affairs Committee with regard to teacher education programs.
4. To review and recommend requirements for certificate programs at OC.
5. To review proposals received from departmental or faculty groups and ad hoc committees concerning new programs or revisions of existing programs.
6. To recommend the appointment of ad hoc committees for the development of new programs or for the revision of existing programs.
7. To review legislation and national trends in relation to Teacher Education at OC with the intent of keeping appropriate groups informed on issues in Teacher Education.

B. Duties of the Admissions and Retention Committee shall be as follows:
1. To review and make recommendations concerning admission and retention procedures with a view toward maintaining standards for teacher education programs and ensuring the high quality of students admitted.
2. To review and make recommendations concerning the admission or rejection of candidates to the teacher education program and candidates for student teaching.
3. To review and make recommendations regarding formal appeals by candidates denied admission to teacher education or student teaching.

C. Duties of Faculty Development Committee shall be as follows:
1. To update, review, and recommend activities which are acceptable for meeting the faculty development requirements.
2. To review plans for each faculty member involved in the teacher education process.
3. To review appeals from faculty members who do not meet the stated faculty development requirements. The committee recommends denial or conditions for approval of the appeal to the Director of Teacher Education.

E. Duties of the Assessment Committee shall be as follows:
1. To assist with the development and revision of the EPP Assessment System.
2. To regularly review assessment data and advise on how this data can be used to improve the program and the quality of the teacher candidates.
3. To review all instruments used for data collection and advise on revisions needed to make them more effective.
4. To advise on the use of technology in the collection, analysis, and distribution of assessment data.
5. To give special attention to follow-up of graduates, including follow-up surveys.

Section 5. Teacher Education Faculty

A. Membership on the Teacher Education faculty shall include all faculty who teach methods courses, teach professional education courses, supervise student teachers, and supervise practicums in education.

B. Responsibilities of Teacher Education faculty members shall include:
1. To follow all policies and procedures adopted by the Council on Teacher Education.
2. To work closely with the Chair of the Teacher Education Council to ensure Oklahoma Commission for Teacher Preparation and CAEP standards are maintained in the Teacher Education programs.
3. To maintain an active role in professional organizations and activities related to teacher preparation.
4. To participate in staff development programs as required by accreditation standards

ARTICLE IV
MEETINGS

Section 1. Regular Meetings of the Teacher Education Council

The Teacher Education Council shall meet at least once each year. A quorum for transacting business shall be a minimum of ten (10) members. All regular meetings shall be announced in advance to members of the Teacher Education Council.

Section 2. Special Meetings

Special meetings may be called by the Chair of the Teacher Education Council whenever the action of the Council is needed. A quorum for transacting business shall be the same as that required in a regular meeting.

Section 3. Conducting Business Electronically

Special meeting may be conducted electronically. A minimum of ten (10) members voting shall be required for transacting business electronically. When business is conducted electronically, the vote taken shall include the option of conducting the business in a regular or special meeting not conducted electronically.

Section 4. Minutes of the Teacher Education Council Meetings

Minutes of the Teacher Education Council meetings shall be sent to all council members and at least one permanent file shall be kept in the School of Education office.

ARTICLE V
PARLIAMENTARY AUTHORITY

All business shall be conducted according to Roberts Rules of Order, revised.

ARTICLE VI
AMENDMENTS

These bylaws may be amended at a regular or special meeting of the Teacher Education Council. When amended at a regular meeting, a two-thirds (2/3) vote of the membership shall be required provided the amendment has been previously submitted to members in writing. Absent members may be polled electronically following the regular meeting if necessary to meet the two-thirds standard.

When amended at a special meeting conducted electronically, a two-thirds (2/3) vote of the membership shall be required.

(Amended 2004)