RANDALL UNIVERSITY

TEACHER EDUCATION HANDBOOK

School of Education
2022 - 2023

3701 S. I-35 Service Road
Moore, OK 73160
405-912-9000

Welcome!

We are so pleased you have chosen Randall University's School of Education for your teacher training. Although we are small and recently accredited, we are committed to giving you the best education possible within the context of a Christian environment. We hope you feel at home, but we also hope you are challenged to be the best educator you can be to bring honor to our Savior, Jesus Christ.

This handbook is a tool you can use to make the journey through teacher education smooth and successful. As we are committed to you, we also expect teacher candidates to be committed to their program of study. *It is the student's responsibility to follow the policies and procedures and meet all deadlines contained in this handbook.*

On behalf of the all the faculty who teach education courses here at Randall, I wish you the very best in your educational pursuits!

Respectfully,

Michael O. Harris

Michael O. Harris, PhD
Chair, School of Education

School of Education Faculty

Michael O. Harris, PhD
Chair, School of Education;
Field Experience Coordinator
Professor
Barber 22
mharris@ru.edu

Beth Harper, M.Ed., NBCT
Secondary Education Director
Associate Math Professor
Special Needs Coordinator
Barber Center 225
bharper@ru.edu

School of Education
Conceptual Framework
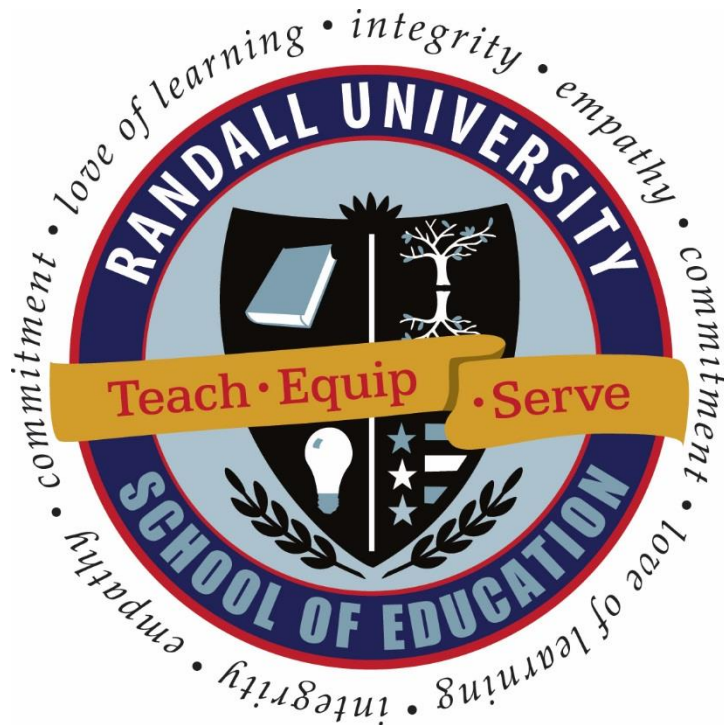
The vision of Randall University's School of Education is to prepare highly qualified teachers who are ethically and spiritually sound and who desire to have a positive influence in the lives of all students.

Proverbs 1:5
The wise also will hear and increase in learning, and the person of understanding will acquire skill and attain to sound counsel so that he may be able to steer his course rightly. (Amplified Bible)

TABLE OF CONTENTS

Introduction

Admission/Process/Retention

Forms

**RANDALL UNIVERSITY
FOCUSED VISION STATEMENT**

The vision of Randall University's School of Education is to prepare highly qualified teachers who are ethically and spiritually sound and who desire to have a positive influence in the lives of all students. This focused vision statement is the guiding set of principles that shapes the actions and decisions taken by all members of the Randall University community. It reminds all of the stakeholders (students, faculty and administrators) that our ultimate goal is to live a life of service.

RANDALL UNIVERSITY MISSION

The message of the mission of Randall University is to promote holistic education and the University is committed to the intellectual, spiritual, social, moral, and physical development of its students. It seeks to prepare students to serve the Lord Jesus Christ both in the church and in the society at large.

Randall University has been accredited by Transnational Association of Christian Colleges and Schools (TRACS) since 1999.

Randall University provides a liberal arts education program within a caring community. The mission of the university is to develop and nurture the whole person – body, mind and spirit. Diversity is encouraged in curriculum, faculty, and students.

Randall University equips its students for responsible leadership in their communities and for useful service in and to the world.

Randall University provides a setting in which faith and learning are integrated encouraging students to develop a Christian worldview.

Randall University seeks to prepare students to serve both the church and society at large.

The School of Education at Randall University provides a comprehensive background of professional education courses designed to prepare future elementary and secondary teachers to perform effectively in the classroom setting. ***Students who intend to be certified as teachers upon completion of those requirements stipulated by the University are required to follow the procedures, polices, and practices outlined in this handbook.*** The Randall University School of Education has been accredited by the Office of Educational Quality & Accountability since 2015.

OVERVIEW OF THE CONCEPTUAL FRAMEWORK

Randall University's School of Education's conceptual framework reflects NCATE's standards which require educators to demonstrate the knowledge, skills, and professional dispositions to work successfully with all students.

TEACH, EQUIP & SERVE
Teaching the whole student (Knowledge)
Equipping the student through practical experience (Skill), and
Serving all students with the love and character of Christ (Dispositions)

The Unit endeavors to instill and nurture a set of unique knowledge, skills, and dispositions in students so they: 1) display a love of learning, 2) practice personal and professional integrity, 3) demonstrate care and acceptance for all students and 4) have a spiritual commitment to their faith.

The School of Education Unit Mission

The School of Education at Randall University is committed to the selection and preparation of future elementary and secondary education teachers who reflect the spirit of the mission statement of the University which promotes holistic education of all students and focuses on the intellectual, moral, social, and spiritual development of all students.

The Professional Program's Philosophy, Goals, Objectives and Dispositions

Philosophy

It is the philosophy of the School of Education that a liberal arts education and professional training will produce a teacher candidate who has academic and professional excellence, skill and the character to be a reflective teacher with the potential for educational leadership.

Mission

The School of Education prepares reflective teachers who: 1) display a love of learning, 2) practice personal and professional integrity, 3) demonstrate care and acceptance for all students and 4) have a spiritual commitment to their faith.

Commitment

The School of Education is committed to the selection and preparation of future elementary and secondary teachers who reflect the spirit of the mission statement of the University which promotes holistic education of all students and focuses on the intellectual, moral, social, and spiritual development of all students. In addition to the core values identified by the RU School of Education, the unit also promotes and makes every effort to integrate diversity and the use of technology into its programs to meet state and national standards.

Intellectual -Love of Learning
Goal 1. The candidate possesses the knowledge bases, in liberal arts, his/her content area, and in pedagogical skills and demonstrates academic and professional excellence to teach all students.

To meet this goal, the candidate will:
    Objectives:
    1. Demonstrate knowledge of a liberal arts education
    2. Demonstrate knowledge and application of material related to his/her content area
    3. Demonstrate knowledge of the processes of human development and learning
    4. Demonstrate effective communication skills necessary for working in the
        school community
    5. Demonstrate problem solving, reasoning, and critical thinking skills to
        make decisions
    6. Demonstrate skills to analyze, design, develop, implement and evaluate instruction
    7. Demonstrate effective teaching and assessment strategies for all students
    8. Demonstrate skills in using technology for instruction that benefit all students
    9. Demonstrate the use of technology in management and communication

    Dispositions:
    1.   Appreciate the value of a liberal arts education
    2.   Be passionate about the process of teaching and learning for all students
    3.   Appreciate the value of technology in assisting all students in learning
    4.   Understands the expectations of the profession

 Moral - Integrity
Goal 2. The candidate demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life.

    To meet this goal, the candidate will:
    Objectives:
    1. Demonstrate ethical and moral behavior in the classroom
    2. Demonstrate a continuing professional interest in education
    3. Acquire knowledge of and advocate for educational issues
    4. Demonstrate a proficiency in technological applications to education

    Dispositions:
    1. Demonstrate ethical and moral behavior in the classroom
    2. Demonstrate a positive attitude towards growth and change
    3. Models respectful attitudes towards others
    4. Maintains appropriate boundaries

Social - Empathy
Goal 3. The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives.

To meet this goal, the candidate will:
    Objectives:
    1. Demonstrate effective communication and interpersonal skills
    2. Build cooperative relationships among all students for an effective learning environment

3. Participate in community activities and service
4. Advocate and provide support for all students
5. Develop a teaching style and professional relationships that enhance personal well-being

Dispositions
1. Seeks to foster respectful communication among all members of the learning community
2. Recognize and respect the diverse needs of all learners
3. Appreciate the importance of caring for all students
4. Takes responsibility for promoting learners' growth and development

Spiritual – Reflective in Scholarship
Goal 4. The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach.

To meet this goal, the candidate will:
Objectives:
1. Reflects current practices to ensure student learning
2. Evaluates awareness and understanding of the strengths and needs of diverse learners
3. Demonstrates positive character traits and moral values
4. Draws from experiences to create a safe environment for all students

Dispositions:
1. Reflects current practices to ensure student learning
2. Evaluates awareness and understanding of the strengths and needs of diverse learners
3. Demonstrates positive character traits and moral values
4. Draws from experiences to create a safe environment for all students

Oklahoma Standards of Performance and Conduct for Teachers

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

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

PRINCIPLE I
COMMITMENT TO THE STUDENTS

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

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning,
2. Shall not unreasonably deny the student access to varying points of view,
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress,
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety,
5. Shall not intentionally expose the student to embarrassment or disparagement,
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation*, unfairly
   o Exclude any student from participation in any program;
   o Deny benefits to any students; or
   o Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

PRINCIPLE II
COMMITMENT TO THE PROFESSION

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

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

In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications;
2. Shall not misrepresent his/her professional qualifications;
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position;
5. Shall not assist an unqualified person in the unauthorized practice of the profession;
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
7. Shall not knowingly make false or malicious statements about a colleague; and
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

PRINCIPLE III

Title 70, Oklahoma Statute, Section 6-101.22

Subject to the provisions of the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

1. Willful neglect of duty;
2. Repeated negligence in performance of duty;
3. Mental or physical abuse to a child;

4. Incompetency;

5. Instructional ineffectiveness;

6. Unsatisfactory teaching performance; or

7. Commission of an act of moral turpitude.

8. Abandonment of contract.

Subject to the provisions of the Teacher Due Process Act, a probationary teacher may be dismissed or not reemployed for cause.

A teacher shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued, if during the term of employment the teacher is convicted in this state, the United States, or another state of:

1. Any sex offense subject to the Sex Offender Registration Act in this state or subject to another state's or the federal sex offender registration provisions; or

2. Any felony offense.

A teacher may be dismissed, refused employment or not reemployed after a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties. As used in this subsection:

1. "Criminal sexual activity" means the commission of an act as defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and

2. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity.

As used in this Section, "abandonment of contract" means the failure of a teacher to report at the beginning of the contract term or otherwise perform the duties of a contract of employment when the teacher has accepted other employment or is performing work for another employer that prevents the teacher from fulfilling the obligations of the contract of employment.

<div align="right">

Signed into Law
April 25, 2006

</div>

---

* See University's Non-discrimination Policy

INTERSTATE TEACHER ASSESSMENT & SUPPORT CONSORTIUM STANDARDS

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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

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

TEACHER EDUCATION COMMITTEE

The Teacher Education (TED) Committee's main purposes shall be to develop and administer the policies and procedures of the School of Education. The committee shall
- approve or disapprove all applications for admission to the Teacher Education Program
- interview and accept the applicants to the Teacher Education Program
- review the candidate's continuation in the program
- interview and accept candidates for Clinical Practice
- review the experience in Clinical Practice and recommend the candidates for certification/license
- conduct studies related to the program
- review recommendations and make recommendations for changes to the School of Education at Randall University.

Appeals from this committee may be made to the Curriculum and Instruction Committee.

Procedure for Selection of the Teacher Education Committee
The Chair of the School of Education will serve as the permanent Chair of the committee unless there are extraordinary circumstances. Other faculty members of the School of Education will serve on the committee as well as one faculty members from each of the other divisions that compose the Teacher Education unit. These members will be selected in consultation with the Executive Vice-President.

Faculty members who are chosen to serve on the Teacher Education Committee serve one year terms. They should seriously consider the necessary commitment this appointment requires before accepting. Due to the accreditation process, the commitment requires a substantial amount of work (beyond what is considered normal committee work) which must be completed during an office term. Faculty who believe they do not have the time to devote to this endeavor should consider the impact that will be made to the University as well as to the School of Education and the accreditation process and <u>not</u> accept an appointment they cannot complete. It is not considered professional to walk away from an appointment before a term of office is completed.

In addition, the Teacher Education Committee will select two (if available) candidate representatives, one elementary education major and one secondary education minor, prior to or at their first meeting of the academic year. The Chairperson of the Teacher Education Committee will submit the names of candidates, elementary education major and secondary education minor, to the committee for consideration. The committee will select candidates by a majority vote.

Criteria for candidate selection are as follows:

- one candidate will be an elementary education major
- one candidate will be a secondary education minor
- each candidate will have at least a 2.75 cumulative GPA
- each candidate will have demonstrated leadership ability through classes and campus activities

- each candidate will have demonstrated mature, responsible behavior through classes and campus activities
- each candidate will agree to serve in a responsible professional manner, and
- each candidate will have been admitted to the School of Education

Candidates may serve consecutive years if requested by the Teacher Education Committee.

The TED Committee makes every effort to seek input from all those who would be impacted by the School of Education and its programs including students, faculty, administrators as well as P-12 faculty and administrators. As a part of this effort, the School of Education is committed to the following practices:

- Distributing a surveys to RU faculty, teacher candidates, mentor teachers, and first year teachers and their administrators
- School of Education's Chair regularly visits departmental meetings of other departments on campus
- Inviting the participation of RU faculty, P-12 faculty and administrators and community leaders to serve on one of the four committees within the School of Education including the following

TEACHER EDUCATION BIAS REVIEW COMMITTEE

The Review Committee regularly reviews the School of Education's documents, forms, and policies for accuracy, bias, and fairness. The committee is made up of individual faculty and staff from outside the School of Education as well as community and stakeholder representatives. The committee reviews documents once a year and makes recommendations to the TED Committee.

TEACHER EDUCATION ADMISSIONS COMMITTEE

The Admissions Committee is comprised of teacher education faculty. They are responsible for conducting teacher education admissions interviews in the fall and spring semesters each year. The Committee makes recommendations to the TED Committee regarding which students should and should not be accepted into the School of Education.

TEACHER EDUCATION DIVERSITY COMMITTEE

The Diversity Committee is made up of University and P-12 community representatives. The Committee acts as an advisory body to offer feedback and recommendations to the TED Committee on diversity issues. These members also participate in the TED program by making special diversity presentations to teacher candidates.

REQUIREMENTS FOR DEGREED INDIVIDUALS

The transcripts of individuals who have a degree and are seeking teacher licensure will be evaluated on an individual basis, but must meet the standard of acceptance. This means that education courses must have been taken by the individual no more than 8 years previously.

Individuals may <u>not</u> enroll in 3000 or 4000 level professional education courses until they are admitted with provisional or full acceptance into the School of Education.

ADMISSION INTO THE SCHOOL OF EDUCATION

The following policies and procedures of the School of Education are for the purpose of helping students as they plan their program in education. **It is the student's responsibility to follow the policies and procedures as listed and to meet all deadlines.**

<u>Full Acceptance</u>
Students may <u>not</u> enroll in 3000 or 4000 level professional education courses until they are admitted with provisional or full acceptance into the School of Education.

Admission Requirements and Phases of Completion

Randall University's School of Education has four phases of completion. Phase I is admission to the program.

Phase I: Admission

All candidates must meet the following criteria to gain admittance into the School of Education.

- Successful completion of the freshman year (30 hours)
- Successful completion of EDUC 3113 Foundations of Education
- Completion of Criminal History Disclosure Statement/Fingerprinting/Background Check
- The student must have a cumulative grade point average of 2.75 or higher
- Completion of English and Math courses and for elementary, all 4X12 courses with a minimum of a "C". Should a candidate make an unsatisfactory grade in any of these courses, he/she must repeat the course and earn a minimum of "C".
- Complete and turn in a formal application on time which includes:
  - Completed application form
  - A copy of your current transcript
  - Completed Foreign Language Proficiency Form
  - 2 Completed Disposition Reference Forms (*one must be completed by your advisor and the other by your pastor or youth pastor)*
  - 3 Completed Academic Reference Forms (*one needs to be completed by your Foundations of Education instructor, another one needs to be completed by your cooperating teacher and the third one is completed by someone of your choice who is either an instructor or employer) All reference forms (disposition and academic) must be submitted directly from the reference to the Chair of the School of Education.*

Students should not submit these forms, but students are responsible to see they are submitted on time.

- A passing score report for the Oklahoma General Education Test (OGET) or a 3.0 GPA. You must send a copy of official scores to the Chair of the School of Education. ***Note: Failure to report scores on time will result in your application being denied.***
- Typed essay addressing your interest in the teaching profession *which must include a list and description of any work experience with students.* The essay should be 350-500 words in APA format.
- Successfully completes an interview with a faculty committee consisting of three members.
- A satisfactory score of at least basic level on the candidate's Level I Portfolio Rubric. (Level I checkpoint occurs in Foundations of Education.)

The Education Committee will approve admission, provisionally admit the student with agreed upon terms, or deny admission of the student into the professional education sequence. The student will be notified in writing of the committee's decision.

Phase II: Professional Coursework (TEACH)

Phase II is the completion of all professional coursework and field experiences.
All candidates must meet the following criteria to complete Phase II.

- Successful completion of all professional education courses with a minimum of a "C"
- Successful completion of all Field Experiences (90 hours)
- A 2.75 cumulative grade point average verified by degree check prior to clinical experience
- A passing score report for the Oklahoma Subject Area Test (OSAT). You must send a copy of official scores to the Chair of the School of Education. ***Note: Failure to report scores on time will may result in you not being allowed to move to the next phase and participate in Clinical Experience***
- A satisfactory score of proficient level on the candidate's Level II Portfolio Rubric. (Level II checkpoint occurs in EDUC 4463 Secondary Teaching Methods for secondary education majors and EDEL 3243 Methods of Teaching Social Studies for elementary education majors)

Phase III: Admission to Clinical Practice (EQUIP)

Phase III is the completion of Clinical Practice (Student Teaching). In order to be admitted to Clinical Practice, the following requirements must be completed.

- Achieve full acceptance into the School of Education
- The student must have a cumulative grade point average of 2.75 or higher
- Achieve a minimum grade point average of 2.75 for content area
- Achieve grades of "C" or higher in the School of Education
- Achieve an average of 3.00 or higher in early field experience
- Successfully completes an interview with a faculty committee consisting of three members.

-
- Complete and turn in a formal application on time which includes:
    o Completed application to the Chair of the School of Education **_by December 1st prior to the Spring clinical practice and May 1st prior to the Fall clinical practice._**
    o Two disposition references (one from the advisor and the other from Methods instructor)
    o Completion of Criminal History Disclosure Statement/Fingerprinting/Background Check
    o Approved degree check with official transcript
    o Proof of Student Teaching Liability Insurance

Completion of Clinical Practice

All candidates must meet the following criteria to compete Phase III.

- Achieve emerging level or higher on Clinical Practice Summative Evaluation
- Submit a disposition reference completed by cooperating teacher and the university supervisor
- Achieve proficient level on Level III of the Teaching Portfolio which is evaluated at the end of EDUC 4622 for secondary education majors and EDEL 4622 for elementary education majors
- A passing score report for the Oklahoma Praxis Performance Assessment for Teachers (PPAT). You must send a copy of official scores to the Chair of the School of Education. **_Note: Failure to report scores on time will may result in your recommendation to the State of Oklahoma being delayed or denied._**

Phase IV: Program Completion and Recommendation for Certification (SERVE)

Phase IV is the completion of the program. All candidates must meet the following criteria to compete Phase IV.

- Complete clinical practice with a grade of "C" or higher
- Pass all levels of the teaching portfolio. Level IV is evaluated by the TED Committee at the conclusion of the candidate's program of study
- Fulfill all program and university requirements
- Vote of recommendation for certification by the Teacher Education Committee

Certification Information

Please note the Oklahoma Department of Education determines if teacher candidates meet the requirements for recommendation for certification.

- http://www.sde.ok.gov

Provisional Acceptance

Students may <u>not</u> enroll in professional education courses until they are admitted with provisional or full acceptance into the School of Education. All candidates must meet the same criteria listed above to gain admittance into the School of Education. However, the TED Committee has the choice of provisionally accepting a candidate if the committee decides there is an area of needed improvement. If this is the case, <u>the student will submit a written remediation plan addressing the area of deficiency. A timeline must accompany the remediation plan and be agreed upon by the TED Committee.</u>

Plan of Improvement
The TED Committee may at any point decide that a student needs to submit a written remediation plan if a student/teacher candidate is not progressing at an acceptable level. The purpose of a remediation plan is to identify any problems early, provide feedback to the student and give them an opportunity to correct and improve any deficiency. However, it will be the student's responsibility to provide a written plan of remediation to the TED Committee for approval. Once approved, it will also be the student's responsibility to fulfill the plan in order to continue progressing in his/her program of study.

Continuing in the School of Education
Retention in the School of Education is dependent upon the requirements below. Students who fall below the minimum requirements will be placed on probation. Retention checks are conducted by the School of Education each semester.

The candidate must maintain:
- a minimum cumulative grade point average of 2.5
- a minimum grade point average of 2.75 for content area
- Achieve grades of "C" or higher in all professional education and major courses (one grade of "D" is permitted in the secondary education content major)
- an average of 2.00 or better in early field experiences
- Pass all state education exams

Oklahoma State Certification Tests
The Office of Educational Quality and Accountability (formerly the Oklahoma Commission for Teacher Preparation) developed a testing program for teachers in the State of Oklahoma with the National Evaluation Service. There are 3 tests:

- Oklahoma General Education Test (OGET) not required for certification or graduation
- Oklahoma Subject Area Tests (OSAT)
- Oklahoma Praxis Performance Assessment for Teachers(PPAT)

All certification tests are now required to be taken on the computer. Students who need to retake a test must wait 60 days before retaking the same test. The tests will contain both multiple choice type items and "constructed response" items. Constructed response items are like essay questions. Test Registration & Information: http://www.ceoe.nesinc.com/

EARLY FIELD EXPERIENCE: AN OVERVIEW

Randall University provides opportunities for students to apply their content, professional, and pedagogical knowledge, skills, and dispositions in various classroom settings that reflect diverse student bodies. For those students who are considering a career in education, Early Field Experience assists them in making their career decision, and understanding the application of theory to the classroom. Programs have a minimum of two placements that occur in settings that provide diversity in respect to geographic location, size of community, type of school, socio-economic status, age of learners, learner needs, and opportunities to experience cultures different from one's own.

Objectives: Through attendance and participation in activities at the assigned grade level the student will:

- demonstrate a professional interest in education
- observe and work with students in diverse (urban, rural & suburban) settings
- value and respect the diverse needs of all students
- develop an understanding of the various organizational, instructional, administrative, and interpersonal tasks that teachers encounter in the course of their work
- begin to develop a professional attitude toward pupils, teachers, and administrators
- demonstrate effective communication skills necessary for working in the school community
- demonstrate ethical and moral behavior in the classroom
- demonstrate the skill of reflection in developing and evaluating classroom practices.
- when appropriate teach mini-lessons

General Requirements:
1. The student will make arrangements with the teacher for times to be present in the classroom and will keep the schedule mutually agreed upon.

2. The student will keep a reflective journal of the activities and observations during the field experience. Included will be observations and/or interactions involving multicultural and exceptional students. Guidelines for the reflective journal will be provided by each course instructor.

3. Because teachers frequently identify discipline and classroom management as challenges in schools today, the candidate will discuss with the teacher the discipline and management skills used in the classroom.

4. In order to receive a grade on your Early Field Evaluation and Early Field Journal, all required hours must be completed and time log must be signed by your cooperating teacher.

PROCEDURES FOR EARLY FIELD EXPERIENCES

The Field Experience Coordinator (FEC) will coordinate all field experiences. Each instructor requiring early field experience will have students fill out the Early Field Experience Placement Form. These forms will then be returned to the Field Experience Coordinator for placement of the students. The Coordinator, in collaboration with local school administrators and other Randall University instructors, assigns the appropriate grade level and school for each student.

A copy of each placement form will be placed in the student's file. An official record of the placement for all students will be kept on file in the Teacher Education Office. Early Field Experience packets will be given to each student and cooperating teacher.

At the end of the Early Field Experience, each cooperating teacher will complete the Early Field Experience Evaluation Form for students enrolled in that level of experience. The cooperating teacher may keep a copy by printing a copy of the evaluation prior to submitting it. The student will receive a copy from the Teacher Education Office and a copy will be placed in the student's EFE file in the Teacher Education office. The EFE Permanent Record form will be updated yearly and it is also placed in the student's EFE file.

The following courses provide opportunities for early field experiences:

Required of all education students:
Level I
EDUC 3113   Foundations of Education

Level II
EDUC 3323   Educational Psychology
EDUC 4513   Classroom Management

Required of elementary education majors:
Level III
EDEL 3133   Methods of Teaching Science
EDEL 3243   Methods of Teaching Social Studies
EDEL 4123   Methods of Teaching Language Arts
EDEL 4243   Methods of Teaching Mathematics

Required of secondary education majors:
Level III
EDUC 4463   Secondary Teaching Methods

Levels of field experiences have been developed which give teacher candidates progressively more time and responsibility in the classroom as follows:

- o **Level I Field Experience – 20hours**
  The Level I Field Experience is coupled with EDUC 3113 Foundations of Education course and serves as an introduction. Students focus on getting to know the school system by visiting different schools and conducting interviews, attending PTA/PTO meetings, job shadowing a teacher, counselor or administrator. Students also observe and demonstrate education from a Biblical world view as part of ACSI accreditation requirements.

- o **Level II Field Experience – 20 hours**
  The Level II Field Experience is a shared component between two courses: EDUC 3323 Educational Psychology and EDUC 4512 Classroom Management. The focus is on the learner, learning and teaching. Students observe and see how relevant theories apply as well as work/tutor with individual students and small groups of students.

- o **Level III Field Experience – 40 hours**
  The Level III Field Experience is part of the students' methods courses. The focus is on designing instruction and teaching methods. The student is required to teach a minimum of 2 lessons during the semester.

PROFESSIONAL LIABILITY INSURANCE

All students/candidates who participate in early field experiences or clinical practice must carry professional liability insurance in the amount of $1,000,000. Candidates may join the Association of Professional Oklahoma Educators (APOE). There is a small membership fee for coverage. Proof of professional liability insurance in the required amount must be submitted to the Chair of the School of Education before the student/candidate will be assigned to an early field experience or clinical practice.

BACKGROUND CHECK OF TEACHER EDUCATION STUDENTS/CANDIDATES

In the State of Oklahoma, teaching is considered to be a profession. Teacher certification can be denied, suspended, or revoked for both felony and non-felony actions. Therefore, any student doing any observation or work in the school districts partnering with Randall University must have a background check and complete the following criminal disclosure statement.

1. Have you ever been convicted of a felony?
   ❑ Yes ❑ No   *If yes, please attach a copy of the court documents regarding conviction.*

2. Have you ever been convicted of ANY crime involving dishonesty, drugs, or a child?
   ❑ Yes ❑ No   *If yes, please attach a copy of the court documents regarding conviction.*

3. Have you entered into a criminal diversion agreement after being charged with any offense described above?
   ❑ Yes ❑ No   *If yes, please attach a copy of the diversion agreement.*

4. Are criminal charges pending against you in any state involving any of the offenses described above?
   ❑ Yes ❑ No   *If yes, please attach a copy of the court documents regarding your case.*

5. Have you had a teacher's or school administrator's certificate or license denied, suspended or revoked in any state?
   ❑ Yes ❑ No   If yes, please circle the action taken: denied   suspended   revoked
   Which State(s)? _____
   Please attach a copy of the documents regarding the official action taken.

6. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?
   ❑ Yes ❑ No   *If yes, please attach a copy of the official documents regarding the action pending against you.*

If a student answers "Yes" to any of the above questions:
1.   the student will be asked to submit appropriate documentation to the Teacher Education Committee.

2.   the student may appear before the Teacher Education Committee if he or she wishes. The university attorney or student's attorney also may be present.

EACH CASE WILL BE CONSIDERED ON AN INDIVIDUAL BASIS.

The following factors will be taken in account:

   FACTORS:
   1.   Nature of the felony or crime
   2.   The date of the felony or crime
   3.   Rehabilitation related to the felony or crime
   4.   Potential danger to students

as the Teacher Education Committee decides if the student/candidate is to:
   (1)   participate in early field experiences,
   (2)   be admitted into the Teacher Education Program
   (3)   be accepted for clinical practice
   (4)   be recommended for certification

The Teacher Education Committee will take the above factors into account as they reach their decision concerning placement or acceptance of students. The Chairperson of the Teacher Education Committee will notify the student, in writing, of the decision. In addition, copies of that notification will be sent to the Academic Dean. As with all issues regarding teacher education decisions, the student/candidate has the right to appeal. The appeals process is listed in the Randall University *Catalog* and the Teacher Education Handbook.

Students will be required to answer the questions listed above:
   a.   prior to early field placement in the Foundations of Education class
   b.   when they apply for admission into the Teacher Education Program
   c.   when they apply for clinical practice
   d.   when they apply for certification

ADMISSION TO CLINICAL PRACTICE

To be approved for clinical practice, the candidate must submit an application to the Chair of the School of Education by December 1st prior to the spring clinical practice and May 1st prior to the fall clinical practice.

<u>All coursework must be completed prior to beginning clinical practice.</u> The Chair of the School of Education and the Chair of the candidate major department will determine if the candidate has taken all required courses in their major area of study, all required professional education courses and met the following criteria.

- Achieve full acceptance into the School of Education
- Achieve a cumulative grade point average of 2.75
- Achieve a minimum grade point average of 2.75 for content area
- Achieve grades of "C" or higher in the School of Education
- Achieve an average of 3.00 or higher in early field experiences
- Submit two dispositions one from the cooperating teacher and the other from a methods instructor
- Interview, receive an average of 3.00 on the interview, and a vote of approval from the Teacher Education Committee based on the above criteria

The candidate will be notified of the decision of the Teacher Education Committee. An appeals procedure is available.

COMPLETION OF CLINICAL PRACTICE
- Achieve emerging level or higher (2.0 or higher) on the Clinical Practice Summative Evaluation
- Submit a disposition completed by the cooperating teacher and the university supervisor
- Pass Levels I-III of the Teaching Portfolio

PROGRAM COMPLETION
- Complete clinical practice with a "C" or higher
- Pass all Levels of Teaching Portfolio
- Fulfill all program and university requirements
- Vote of recommendation for certification by Teacher Education Committee.

CERTIFICATION INFORMATION
- http://www.sde.ok.gov
- http:// ww.ok.gov/oeqa

CLINICAL PRACTICE: AN OVERVIEW

At Randall University, clinical practice is offered during both the fall and spring semester. Clinical practice is for a full semester (14-weeks of teaching, an orientation week and finals week) beginning in the fall with the opening of the public school in which the fall candidate is assigned, and in the spring on the opening day of school following the Christmas/winter break in which the spring candidate is assigned.

All candidates will register for ten (10) hours of clinical practice and two (2) hours of clinical practice seminar in the semester they do their clinical practice.

ELEMENTARY EDUCATION MAJOR
EDEL 4622 Clinical Practice Seminar   2 hours
EDEL 4610 Supervised Clinical Practice – Elementary Section A   10 hours

SECONDARY EDUCATION MAJOR
EDUC 4622 Clinical Practice Seminar   2 hours
EDUC 4610 Supervised Clinical Practice – Secondary Section B   10 hours

Objectives: Through attendance and participation in activities at the assigned grade level the student will:
- Demonstrate the ability to work with a cooperating teacher and students of various ages and abilities
- Identify aspects of the conceptual framework being used in the classroom.
- Demonstrate the ability to observe differences in student needs and identify ways to respond
- Identify practical applications of instructional strategies
- Demonstrate the ability to manage the reality and diversity of contemporary schools by practicing inclusion in the classroom
- Demonstrate professional ethics.
- Demonstrate competence in assuming full teaching responsibility.

Three-Week Progress Reports

Before completion of the third week of the clinical practice, the Chair of the School of Education and the university supervisor will evaluate each candidate on the following criteria: (1) acceptable progress in clinical practice, (2) positive rapport and relationship with the cooperating teacher, (3) submitting reflective journal entries, and (4) attending clinical practice seminar A progress form, signed by all parties involved, will be kept in each candidate's education file.

If a candidate is not meeting the above criteria, he/she will be notified, in writing, of the areas which must be improved, along with the timeframe within which the improvement must occur. After the deadline for improvements has passed, the Chair of the School of Education and university supervisor will meet to decide if the candidate should be allowed to continue with clinical practice. The Chair of the School of Education will notify the candidate, in writing, of the decision.

Evaluation
Candidates in clinical practice are evaluated by their cooperating teacher according to the schedule included in the Clinical Practice packet. Clinical Practice Formative Evaluation Form I is completed by the cooperating teacher, discussed with the candidate, and a copy is given to the university supervisor. Clinical Practice Formative Evaluation Form II is completed by the university supervisor, discussed with the candidate, and kept on file with the university supervisor.

A final evaluation of the candidate occurs at the completion of the clinical practice when the university supervisor holds a final conference with the cooperating teacher. At that time, the university supervisor and the cooperating teacher jointly complete the Clinical Practice Summative Evaluation Form (see Forms). It is the university supervisor's responsibility to make the final determination of the candidate's grade and to submit the candidate's grade to the registrar of the university.

During the clinical practice, the university supervisor has the responsibility of meeting with the cooperating teacher and candidate on a regular basis. One visit must be within the first three weeks of clinical practice. Candidates are to be kept informed at all times of their progress, and they receive a copy of all written evaluations.

Fees
All candidates are assessed a clinical practice supervision fee.

Orientation
After the candidate has been accepted for clinical practice, spring and fall orientations will be held to acquaint the candidate and cooperating teacher with clinical practice procedures and requirements. These orientations are required for all candidates and cooperating teachers.

Certification Information
- http://www.sde.ok.gov

Other Policies – See Policy Section
- Clinical Practice Extended
- Clinical Practice Placement
- Clinical Practice Seminars

Educational Portfolio

Philosophy

It is a requirement of the School of Education for all initial certification candidates to develop a portfolio. The portfolio documents candidates' growth toward meeting the ten (10) InTASC Standards as well as Specialized Professional Association (SPA) standards. Therefore, it is the policy of Randall University that all teacher candidates, including students transferring from other institutions, shall submit required artifacts for all courses which are necessary to complete the portfolio assignment. Evidence of a Biblical worldview in education is required for ACSI accreditation consideration.

The portfolio is a collaborative undertaking between the teacher candidate, faculty, mentors and peers. It reflects the conceptual framework of the School of Education by showing the intellectual, moral, social and spiritual growth of each teacher candidate as he/she progresses through the process of becoming a teacher. The portfolio illustrates the diverse range of experience and learning opportunities provided to candidates throughout the program. The School of Education at Randall University believes the portfolio allows teacher candidates the opportunity to reflect on their own learning as well as that of the students they will teach.

Structure

The portfolio is built around the InTASC Standards and the conceptual framework adopted by the unit. Creation of the portfolio in web-based format gives candidates more flexibility in how artifacts will be displayed. Artifacts are collected throughout the program of study beginning with EDUC 3112 Foundations to Education and ending with EDUC 4622 Clinical Practice. Transition points established for candidate portfolio review and assessment give candidates feedback on their progress in becoming committed educators.

Portfolio Policies & Procedures

- All candidates admitted to the teacher education program at Randall University are required to develop an electronic portfolio.

- The portfolio is comprised of required artifacts and reflections. Every artifact must be created by the candidate and when specified accompanied by a reflection.

- The portfolio includes documentation that candidates meet InTASC Standards. Additional artifacts may be required for documentation of specific program standards.

- Each portfolio will be kept in the Assessment Portfolio Project electronic management format.

• The portfolio development process begins in EDUC 3113 Foundations to Education or when a transfer student applies for admission to the Teacher Education Program.

• Satisfactory completion of each level is required before a student is allowed to proceed through the program.

• The portfolio will be built within the framework of the Assessment Portfolio Project software in Populi. Initial training for the use of the software will be provided by the department, but it is the candidate's responsibility to maintain and manage the e-portfolio appropriately.

• Instructors in the professional education sequence will provide the opportunity for candidates to develop artifacts which demonstrate their progress in attaining the required standards. Candidates will have assigned artifacts from their coursework to include in their portfolios. Artifacts will be the original work of teacher candidates, not material copied from other sources. Artifacts should demonstrate the candidate's best work at the time of assignment.

• Once an artifact has been entered in the portfolio and assessed by an instructor, the artifact must remain in the portfolio.

Portfolio Evaluation

The portfolio will be evaluated according to the schedule below.

- Level I is evaluated at the end of EDUC 3113 Foundations of Education
- Level II is evaluated at the end of EDUC 4463 Secondary Teaching Methods for secondary education majors and EDEL 3243 Methods of Teaching Social Studies for elementary education majors
- Level III is evaluated at the end of EDUC 4622 for secondary education majors and EDEL 4622 for elementary education majors
- Level IV is evaluated by the TED Committee at the conclusion of the candidate's program of study

POLICIES

Concerns/Appeals Process
A complaint/appeals process is available to students/candidates at any stage of the Teacher Education Program. However, if a teacher candidate has a concern or an issue regarding a particular instructor, staff member or professor within the School of Education, the teacher candidate should first personally approach the individual instructor, staff member or professor involved and request a time to discuss his/her particular concern. It is hoped that the issue/concern can be professionally and thoughtfully resolved at this level between the teacher candidate and the instructor, staff member or professor. If the issue/concern is not resolved to the satisfaction of the teacher candidate, then a formal, written concern should be submitted to the chair of the School of Education. The chair will consider the written concern in a timely manner and will respond to the teacher candidate with a written response. Final decisions regarding concerns/issues raised involving faculty and staff will rest with the chair of School of Education.

If a student/teacher candidate has a concern with a decision made by the TED Committee, then the student/teacher candidate should submit a written request appealing the decision. Students/candidates have 30 days after the Committee's decision to request, in writing, the committee's reason for current decision. If students/candidates are denied admission into courses, the program, clinical practice, or certification, they may appeal, in writing, to the Chairperson of the Teacher Education Committee. The Committee will review the student's/candidate's appeal and reach a decision, which the Chairperson of the Teacher Education Committee will send, in writing, to the student/candidate. If the student/candidate wishes to appeal further, he/she may request, in writing, a review by the Curriculum and Instruction Committee. After this committee's review, the decision will be sent, in writing, to the student and to the Chairperson of the Teacher Education Committee.

Clinical Practice Extended
In certain situations, it is in the best interest of the candidate to extend the clinical practice. Before a decision is made, a meeting of the university supervisor, cooperating teacher, candidate, and principal will be held to discuss the situation. Following this meeting the university supervisor will confer with the Chair of Teacher Education and they will decide if an extended clinical practice is appropriate. If the decision is to extend the clinical practice, a determination will be made as to the best placement for the extension (the original classroom or a different one) and the length of the extended experience. The candidate will be notified in writing of the decision. If the decision is to extend the experience, the particulars of the extension will also be conveyed to the candidate in writing.

Clinical Practice Placement
It is the policy of Randall University's School of Education to place candidates in schools to which there are no personal connections for them. Personal connections could include but are not limited to the following:
- candidate's children attend the school
- candidate's relatives' who work at or attend the school

- candidate attended the school within the last seven years

The candidate can appeal to the Teacher Education Committee in writing stating the reasons for requesting placement in a school to which there is some personal connection. The Teacher Education Committee makes the decision of placement.

Placement of candidates for clinical practice is made within a 50-mile radius of Randall University. Candidates should not request a placement beyond this radius

Attendance at Clinical Practice Seminar remains a requirement of candidates regardless of placement.

Clinical Practice Seminars
During clinical practice, candidates are required to attend the Clinical Practice Seminar. Attendance at Clinical Practice Seminar *remains a requirement of candidates regardless of placement*. Candidates are permitted three days of absence from clinical practice. Any absences beyond three days will be made up at the end of clinical practice experience. In case of illness, or any other absence, the cooperating teacher should be notified immediately, and then the university supervisor shall be notified.

This seminar will be held outside of regular school hours unless the university supervisor decides that candidates may leave their school earlier for these meetings. If that decision is made, the university supervisor is responsible for notifying all cooperating teachers and providing a list of meeting dates, times, and places to both the candidate and the cooperating teacher.

These seminars are required for all candidates. Attendance, participation, and all academic work required during these meetings will count in the total grade for the Clinical Practice Seminar and in the decision to allow the candidate to continue in the clinical practice. A clinical practice debriefing meeting with the university supervisor will be part of the seminar.

Evaluation of Clinical Practice University Supervisor and the School of Education
At the end of their clinical practice, candidates are required to evaluate their clinical practice university supervisor and the Teacher Education Program. Candidates will do these evaluations on-line. These evaluations must be completed by the last day of seminar.

Verification for Recommendation of Certification
After candidates have successfully completed clinical practice, the Chair of the School of Education verifies that the candidates have completed all the requirements for graduation and certification, including:

- Achieve a cumulative grade point average of 2.75 or above
- Pass all state exams (OGET, OSAT, & OPTE)
- Successfully completed clinical practice with a grade of "C" or higher
- Pass Teaching Portfolio

The Chair of the School of Education presents a list of the verified candidates to the Teacher Education Committee. The Teacher Education Committee accepts or denies the recommendation for certification. The candidate may appeal if certification is denied.

PROCEDURES OF DUE PROCESS FOR TERMINATION OF
AN EARLY FIELD EXPERIENCE OR A CLINICAL PRACTICE PLACEMENT

The following policy pertains to students/candidates enrolled in courses through the School of Education.

When there is cause to consider termination of an early field experience or a clinical practice assignment, the following procedure shall be followed: The department shall give the student/candidate notice in writing of the following:

- that consideration is being given to removing him/her from the assignment.
- a date, time, and place of a hearing before the Teacher Education Committee.
- that the student/candidate is invited to attend and participate in the hearing.

The hearing shall be scheduled not more than three (3) days following the student being notified of the hearing. If the student/candidate gives adequate reason, the department may grant a continuance of the time limit specified above. The place of the hearing shall be determined by the department and shall be held at a location that is reasonably convenient for all parties involved. The committee responsible for this hearing shall be the Teacher Education Committee with the Chair serving as the hearing officer. Included at the hearing will be a representative from the school district, when appropriate. The student/candidate or person whom he/she designates shall be permitted to question witnesses who present evidence against him/her at the hearing. The student/candidate shall have an opportunity to present his/her own case. The student/candidate shall be informed in writing of the decision of the committee.

While a decision in a case of termination is pending, the student/candidate may be removed from his/her assignment if the case presumes to involve:

- immoral character
- conduct unbecoming a teacher in training including ethical, legal, or professional misconduct, insubordination
- failure to obey reasonable rules outlined by the school district and/or the department
- inefficiency, incompetency, or failure to comply with the requirements of the school district and/or the Department

Removal shall be by action of the university or school district and may be based on recommendations of the school district's superintendent, principal, or other person of authority as duly authorized by the school district or university. When the hearing or the case is completed, the department shall inform the student/candidate in writing of the decision involving his/her assignment and of his/her candidacy for a degree and/or certification to teach.

Appeals from this committee may be made to the Curriculum and Instruction Committee.

TEACHER EDUCATION UNIT PROGRAMS

Randall University offers teacher education programs accredited by the Office of Educational Quality and Accountability (formerly the Oklahoma Commission for Teacher Preparation).

The following approved programs lead to initial teaching certification in the State of Oklahoma. Courses required for each program are found in the Randall University *Catalog* and on the School of Education website.

Elementary Education (1-6)
Social Studies Education (6–12)
Mathematics Education (6-12)
Biology Education (8-12)

English for Speakers of Other Languages (K-6, 5-8, 6-12, or P-12) ESL Endorsement – by test only (see catalog)

ALTERNATIVE EDUCATION

Students who wish to pursue teacher certification through the Alternative Placement Program at the Oklahoma State Department of Education should contact SDE at 405-521-3337 or www.sde.state.ok.gov. The Director of the School of Education will make recommendations of coursework after a review of the following:

- transcripts
- consultation with the individual student
- consultation with OSDE
- consultation with School of Education faculty

The Director of Education will coordinate enrollment and oversee progress.

FOLLOW-UP SURVEYS

Survey of First Year Teachers
An on-line survey link will be sent by the Teacher Education Office to all first year teachers at the beginning of the spring semester. This survey is to allow graduates the opportunity to evaluate their teaching success. Information from this survey is used in future planning by the School of Education.

Survey by Principals of First Year Teachers
An on-line survey link will be sent by the Teacher Education Office to principals of first year teachers at the beginning of the spring semester. Information from this survey will be used in future planning by the School of Education.

TEACHERS OF PROMISE AWARD

This award is established by the Randall University School of Education to recognize those students who have excelled in their Teacher Education program of study and show the promise of being exemplary teachers.

The criteria for the Award include:

1. Fully accepted into the Teacher Education Program.

2. Achieved a GPA of 3.0 or higher.

3. Participated in a professional organization related to their certification area.

4. Involved in community service that is not required by coursework.

5. Demonstrated the potential to be an effective teacher.

Application for Admission to Randall University School of Education
Elementary Education (1-6)

Name:		Birth Date:		Randall ID:
Current Address:		Phone #:		GPA:
Permanent Address (if different)		Social Security #		
RU Email Address:		Current Status (circle one): Soph. Jr. Sr.		

List of College(s) attended (please list most recent college attended first):

Name of Institution	Location	Inclusive Dates
		to
		to
		to

Expected Date of Clinical Practice (semester/year):

Areas you expect to teach (check appropriate areas):

DISPOSITIONS (refer to cover letter for proper individuals):

Name	Position or Title
1.	
2.	

REFERENCES (refer to cover letter for proper individuals):

Name	Position or Title
1.	
2.	
3.	

Please answer the following questions:

Question	Answer	Instructions
1. Have you ever been convicted of a felony?	__ No __ Yes	If yes, please attach a copy of the court documents regarding conviction.
2. Have you ever been convicted of ANY crime involving dishonesty, drugs, or a child?	__ No __ Yes	If yes, please attach a copy of the court documents regarding conviction.
3. Have you entered into a criminal diversion agreement after being charged with any offense described above?	__ No __ Yes	If yes, please attach a copy of the diversion agreement.
4. Are criminal charges pending against you in any state involving any of the offenses described above?	__ No __ Yes	If yes, please attach a copy of the court documents regarding case.
5. Have you had a teacher's or school administrator's certificate or license denied, suspended or revoked in any state?	__ No __ Yes	If yes, please circle the action taken: denied, suspended or revoked. Which State(s)? Please attach a copy of the documents regarding the official action taken.
6. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?	__ No __ Yes	If yes, please attach a copy of the official documents regarding the action pending against you.

Student's Signature	**Date**
Advisor's Signature	**Date**

Application for Admission to Randall University School of Education
Secondary Education (6-12)

Name:		Birth Date:		Randall ID:
Current Address:		Phone#:		GPA:
Permanent Address (if different)		Social Security #		
Email Address:		Current Status (circle one): Soph. Jr. Sr.		

List of College(s) attended (please list most recent college attended first):

Name of Institution	Location	Inclusive Dates
		to
		to
		to

Expected Date of Clinical Practice (semester/year):

Areas you expect to teach (check appropriate areas):
____ K - 12   ____ 6 - 12   Subject(s):

DISPOSITIONS (refer to cover letter for proper individuals):

Name	Position or Title
1.	
2.	

REFERENCES (refer to cover letter for proper individuals):

Name	Position or Title
1.	
2.	
3.	

Please answer the following questions:

Question		
1. Have you ever been convicted of a felony?	__ No __ Yes	If yes, please attach a copy of the court documents regarding conviction.
2. Have you ever been convicted of ANY crime involving dishonesty, drugs, or a child?	__ No __ Yes	If yes, please attach a copy of the court documents regarding conviction.
3. Have you entered into a criminal diversion agreement after being charged with any offense described above?	__ No __ Yes	If yes, please attach a copy of the diversion agreement.
4. Are criminal charges pending against you in any state involving any of the offenses described above?	__ No __ Yes	If yes, please attach a copy of the court documents regarding case.
5. Have you had a teacher's or school administrator's certificate or license denied, suspended or revoked in any state?	__ No __ Yes	If yes, please circle the action taken: denied, suspended or revoked. Which State(s)? Please attach a copy of the documents regarding the official action taken.
6. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?	__ No __ Yes	If yes, please attach a copy of the official documents regarding the action pending against you.

Student's Signature	**Date**
Advisor's Signature	**Date**

FOREIGN LANGUAGE REQUIREMENT

All candidates completing an education degree or certification program in Oklahoma must demonstrate novice high level foreign language proficiency. The foreign language competency requirement can be met in the following ways:

1. Teacher candidates can complete two semesters of the same foreign language at the college or university level with a "C" or higher.
2. Teacher candidates completed two full years of the same foreign language in high school with a "C" or higher
3. Transfer teacher candidates with one semester of a foreign language ("C" or higher) are only required to pass the second semester of the same language with a "C" or higher.
4. Transfer teacher candidates with the foreign language competency "met/fulfilled" highlighted on their official transcript are considered to have met the competency.

I have read and met the Foreign Language Proficiency policy. I also understand that Foreign Language Proficiency is REQUIRED for Oklahoma Teacher Certification.

_____   _____
Student (Teacher Candidate) Signature   Date

_____
 Print Name

Randall University School of Education
Candidate's Statement of Commitment Regarding Dispositions

It is the philosophy of the School of Education that a liberal arts education and professional training will produce a teacher candidate who has academic and professional excellence, a strong sense of spiritual and personal well-being, social responsibility, and the skills to be a reflective teacher with the potential for educational leadership.

Dispositions are defined as the values, commitments, and professional ethics that positively influence behavior of students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, and responsibility. The dispositions listed below are expected of Randall University candidates in the university classroom and in the schools.

Love of Learning
- Appreciates the value of a liberal arts education
- Value and respect student differences
- Be passionate about the process of teaching and learning for all students
- Appreciate the value of technology in in the learning process

Moral Integrity
- Appreciate the need for continued professional development
- Demonstrate a positive attitude towards growth and change
- Honest
- Maintains appropriate boundaries

Social-Empathy
- Communicate appropriately
- Recognize and respect the diverse needs of all learners
- Appreciate the importance of caring for all students

Reflective in Scholarship
- Demonstrates positive character traits and moral values
- Draws from experiences to create a safe environment for all students

I have read the dispositions and indicators above. I agree that dispositions are important to being an effective, professional teacher. I am committed to both growth and excellence in demonstrating these dispositions. I understand that my progress in the teacher education program depends upon successful demonstration of these dispositions.

_____   _____
            Student/Candidate Signature   Date

Name of Candidate:_____

Name of Rater: _____   Date: _____

Dispositions
(for acceptance to Teacher Education Program)

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE Professional Standards 2002 Edition).

The School of Education is committed to the selection and preparation of future elementary and secondary education teachers who reflect the spirit of the University's mission statement which promotes holistic education of all students and focuses on the intellectual, moral, social and spiritual development of all students.

Directions: **Mark 1, 2, 3, 4 on the line provided for each goal. Include comments if appropriate. Note that these are only suggested indictors; others might also be applicable.**

1	2	3	4
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Candidate does not meet minimal expectations	Candidate meets minimal expectations	Candidate meets expectations	Candidate exceeds expectations

Intellectual– Love of Learning

Goal 1: The candidate possesses the knowledge bases, in liberal arts, and his/her content area, and in pedagogical skills and demonstrates academic and professional excellence to teach all students.
- Appreciate the value of a liberal arts education
- [5]Be passionate about the process of teaching and learning for all students
- [6]Appreciate the value of technology in the learning process
- Understands the expectations of the profession

Rating from scale above: _____
Additional Comments:

Moral– Integrity

Goal 2: The candidate demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life.

- Demonstrate ethical and moral behavior in the classroom
- Demonstrate a positive attitude towards growth and change
- Models respectful attitudes towards others
- Maintains appropriate boundaries

Rating from scale above: _____

Additional Comments:

1	2	3	4
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Candidate does not meet minimal expectations	Candidate meets minimal expectations	Candidate meets expectations	Candidate exceeds expectations

Social– Empathy

Goal 3: The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives.

- Seeks to foster respectful communication among all members of the learning community
- [5]Recognize and respect the diverse needs of all learners
- Appreciate the importance of caring for all students
- Takes responsibility for promoting learners' growth and development

Rating from scale above: _____
Additional Comments:

Spiritual– Reflective in Scholarship

Goal 4: The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach

- [6]Reflects current practices, including technology, to ensure student learning
- [5]Evaluates awareness and understanding of the strengths and needs of diverse learners
- Demonstrates positive character traits and moral values
- Draws from experiences to create a safe environment for all students

Rating from scale above: _____
Additional Comments:

_____/16 points

Signature of Rater_____ Date _____

Randall University School of Education
Teacher Education Program Reference Form

Student Name_____ Reference Name_____
 Level :   Elementary   Secondary

Access to Reference I am aware of my rights of access to this reference, as stated in the Family Education Rights and Privacy Act of 1974. I am also aware that I may waive all rights of access to this reference. Recognizing that "right of access" may have pronounced effect on the nature of the reference written, after careful consideration, I chose to

_____   retain my right to access of this reference
_____   waive my right of access to this reference on the basis that it be more valid and acceptable to those who must make judgment about my suitability for teaching

_____   _____
              Candidate's Signature   Date

Performance Ratings:

1	2	3	4
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Student/candidate does not appear to understand the concepts.	Student/candidate appears to understand the concepts underlying the component.	Student/candidate demonstrates an understanding of the concepts underlying the component.	Student/candidate clearly demonstrates a strong grasp of the concepts

1 ____ Academic Competence
- Maintains a C or better in course work
- Coursework reflects an understanding of the major tenets of course content

2 ____ Ability to communicate with others
- Written and oral communication promotes clear understanding
- Listens to others and responds appropriately

3 ____ Responsible/Mature/ Self-control
- Shows improvement when given feedback
- Responds positively to constructive criticism
- Maintains self-composure when faced with stressful situations
- Does not blame others for shortcomings

4 _____Integrity
- Honest
- Demonstrates ethical and moral behavior
- Models Christ-likeness
- Maintains appropriate boundaries

5_____Judgement
- Makes decisions based on input from various sources
- Reflects on the potential outcome of situations

6_____Commitment
- Dedication to the field of education
- Understands the value of professional leadership
- Demonstrates a positive attitude and good work ethic

My overall evaluation of this candidate's potential for becoming a successful teacher is as checked below:
a) Would recommend the candidate without reservations?
b) Would recommend the candidate with moderate reservations?
c) Would recommend the candidate but with serious reservations.   Score: _____/24
d) Cannot recommend this candidate for teaching.

_____   _____
Reference Signature   Date
_____ I have made additional comments on the back of this sheet.

Randall University School of Education
Admission Application Essay Scoring Rubric

Requirements:
- Essay should be at least 3-4 pages, typed, double spaced, 12 pt font (TNR), 1 in. margins with title page and running header
- Format: Correct form, grammar, and mechanics
- Topics to be clearly addressed:
    - Biographical and family information
    - Previous experiences in educational settings working with children or youth
    - Goals, ideals for completing your education, teaching and future aspirations
    - Discussion of what makes a teacher successful and what qualities you possess to be a good educator

Student name		Semester/ Year	
Evaluator name			

#	Category	Unsatisfactory 1 point	Basic 2 points	Proficient 3 points	Distinguished 4 points
1	Title and Title Page	Title and Title page is unrecognizable or insufficient.	Title and title page are present but not appropriate.	Title and title page are present.	Title and title page are above average.
2	Introduction	Introduction is unrecognizable or insufficient.	No introduction but some direction that the paper will take.	Introduction with some direction that the paper will take.	Clear introduction with clear indication of the direction that the paper will take
3	Format, grammar & Mechanics	Pervasive (more than 20) grammatical, spelling, or punctuation errors.	Frequent (20 or less) grammatical, spelling, or punctuation errors.	Few (10 or less) grammatical, spelling, or punctuation errors.	No grammatical, spelling or punctuation errors. Appropriate length.
4	Length of paper	Did not meet required length.	Paper up to one page over or under approved length.		Paper approved length
5	Structure of Paper	Paper poorly structured. No supporting details. No conclusion.	Paper is partially structured but lacks supporting details and transitions. Conclusion is not clear.	Paper clearly structured. Supporting details present. Appearance and conclusion are clear.	Paper easy to follow with structure that is exceptional with supporting details and transitions that show connections. Appearance and conclusion are exceptionally detailed
6	Content	The essay topic content weak or not attempted.	The essay partially covered the topics given but strayed off task.	The essay covered the topics given and stayed on task but was only partly clear and concise with content.	The essay covered the topics given in an exceptional manner. Content was clear and concise.

#	Category	Unsatisfactory 1 point	Basic 2 points	Proficient 3 points	Exemplary 4 points
7	Biographical and family information	Evidence and examples are not relevant and/or are not explained	Essay only includes some supporting details but information does not appear relevant.	Essay includes supporting details with some information that is relevant, but some key issues or portions are unsupported.	Relevant, telling, quality details give important information that goes beyond the obvious or predictable.
8	Previous experiences in educational settings working with children or youth	Evidence and examples are not relevant and/or are not explained	Essay only includes some supporting details but information does not appear relevant.	Essay includes supporting details with some information that is relevant, but some key issues or portions are unsupported.	Relevant, telling, quality details give important information that goes beyond the obvious or predictable.
9	Goals, ideals for completing your education, teaching, and future aspirations	Evidence and examples are not relevant and/or are not explained	Essay only includes some supporting details but information does not appear relevant.	Essay includes supporting details with some information that is relevant, but some key issues or portions are unsupported.	Relevant, telling, quality details give important information that goes beyond the obvious or predictable.
10	Discussion of what makes a teacher successful and what qualities you possess to be a good educator	Evidence and examples are not relevant and/or are not explained	Essay only includes some supporting details but information does not appear relevant.	Essay includes supporting details with some information that is relevant, but some key issues or portions are unsupported.	Relevant, telling, quality details give important information that goes beyond the obvious or predictable.
	Total				

Total Score _____/ 40 points

Evaluator signature_____

Randall University School of Education
School of Education Samples of Interview Questions

Content Question:

1.   Explain one of Jean Piaget's Cognitive Stages of development and how you see this
      theory reflected in your philosophy of teaching.

Christian Behavior Question:

2.   How would you demonstrate Christ-like behaviors in the classroom?

Diversity Question:

3.   Can you give an example of when you have had the opportunity to work with
      diverse populations? Explain how you would show respect for individual
      differences in the classroom.

Fairness and integrity:

4.   Can you give an example of a time when you did not feel like you were graded fairly?
      How will you create "Fairness" of grading for everyone in the classroom? How can
      you keep biases out of your grading process?

5.   Can you give an example of an experience that helped you decide that you wanted to
      be a teacher?

Randall University School of Education
Early Field Evaluation Form 1
(Completed by Cooperative Teacher)

Student/Candidate: **Grade/Level:**
Cooperating Teacher: **School:**
Semester/Year: **Hours Observed:**
Date:

Class: EDUC 3113 Foundations of Education

Did the student complete the required hours? (Yes or No)
If no, DO NOT COMPLETE THIS FORM.
Please skip to the end of the form and complete other comments then click submit.

<u>Randall University Conceptual Framework:</u> *Teaching the whole student. Equipping the student through practical experience. Serving all students with the love and character of Christ. Randall University (RU) prepares teachers that*: 1) display a love of learning, 2) practice personal and professional integrity, 3) demonstrate care and acceptance for all students and 4) be reflective in scholarship to their faith.

Performance Ratings:

N	1	2	3	4
Unable to assess at this point	Student/candidate does not appear to understand the concepts.	Student/candidate appears to understand the concepts underlying the component.	Student/candidate demonstrates an understanding of the concepts underlying the component.	Student/candidate clearly demonstrates a strong grasp of the concepts

*Ratings are adapted from Enhancing Professional Practice, a Framework for Teaching by Charlotte Danielson

Goal 1: The candidate possesses the knowledge (in liberal arts, content area, and pedagogy) and pedagogical skills and demonstrates academic and professional excellence to teach all students.	
Demonstrate knowledge of liberal arts education	
Demonstrate knowledge and application of material related to his/her content area	
Demonstrate knowledge of the processes of human development and learning	
Demonstrate effective communication skills necessary for working in the school community	
Demonstrate problem solving, reasoning, and critical thinking skills to make decisions	
Demonstrate skills to analyze, design, develop, implement and evaluate instruction	
Demonstrate effective teaching and assessment strategies for all students	
[6] Demonstrate skills in using technology for instruction that benefit all students	
[6]Demonstrate the use of technology in management and communication	9
Goal 2: The candidate demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life.	
[2] Demonstrate ethical and moral behavior in the classroom	
[1]Demonstrate a continuing professional interest in education	
[1]Acquire knowledge of and advocate for educational issues	
[6]Demonstrate a proficiency in technological applications to education	
[2]Maintains appropriate boundaries	5

Goal 3: The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives.	
[3] Demonstrate effective communication and interpersonal skills	
[5] Build cooperative relationships among all students for an effective learning environment	
Participate in community activities and service	
[3]Advocate and provide support for all students	
Develop a teaching style and professional relationships that enhance personal well-being 5	
Goal 4: The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach	
[4] Reflects current practices to ensure student learning	
[5]Evaluates awareness and understanding of the strengths and needs of diverse learners	
[4] Demonstrates positive character traits and moral values	
Draws from experiences to create a safe environment for all students 4	
The student/candidate demonstrates classroom assistance	
demonstrates the ability to prepare teaching materials	
demonstrates the ability to score papers	
demonstrates the ability to work with small groups or individuals	
demonstrates the ability to create bulletin boards	
[6]demonstrates the ability to use technology in the classroom 5	

What strengths did you observe in the student?

☐ Asked Questions   ☐ Attitude   ☐ Commitment   ☐ Communicate at Student's Level
☐ Confidence   ☐ Creativity   ☐ Dependability   ☐ Dress Appropriately
☐ Empathetic   ☐ Enthusiasm   ☐ Helpfulness   ☐ Interaction with Students
☐ Initiative   ☐ Interest in Teaching   ☐ Knowledge of Subject   ☐ One-to-One Skills
☐ Politeness   ☐ Positive Role Model   ☐ Professionalism   ☐ Punctuality
☐ Rapport with Students

What weaknesses need to be strengthened?

☐ Ask More Questions   ☐ Assertiveness   ☐ Attitude   ☐ Communicate at Student's Level
☐ Commitment   ☐ Confidence   ☐ Creativity   ☐ Dependability/Attendance
☐ Dress Appropriately   ☐ Enthusiasm   ☐ Helpfulness   ☐ Interaction with Students
☐ Initiative   ☐ Interest in Teaching   ☐ Knowledge of Subject   ☐ Poor English
☐ Professionalism   ☐ Priorities   ☐ Punctuality   ☐ Time Management

Would you recommend this student for a teacher education program? (Yes or No)

Comments:

Below is for Teacher Education Department Use Only
Teacher Education Department will calculate the average of Early Field Evaluation Form

The following grades will be assigned by RU:
Distinguished (A) equals an average between 3.60 to 4.00
Proficient (B) equals an average between 3.00 to 3.59   **FINAL SCORE:**
Basic (C) equals an average between 2.50 to 2.99
Unsatisfactory (D) equals an average between 2.00 to 2.49
Unsatisfactory (F) equals an average below 2.0
Did not complete equals zero

Signature of Rater:_____

Randall University School of Education
Early Field Evaluation Form II
(Completed by Cooperative Teacher)

Student/Candidate:	**Grade/Level:**
Cooperating Teacher:	**School:**
Semester/Year:	**Hours Observed:**
Date:	

Class: EDUC 3323 Educational Psychology   OR   EDUC 4513 Classroom Management

Did the student complete the required hours? (Yes or No)
If no, DO NOT COMPLETE THIS FORM.
Please skip to the end of the form and complete other comments then click submit.

Randall University Conceptual Framework: *Teaching the whole student. Equipping the student through practical experience. Serving all students with the love and character of Christ. Randall University (RU) prepares teachers that*: 1) display a love of learning, 2) practice personal and professional integrity, 3) demonstrate care and acceptance for all students and 4) be reflective in scholarship to their faith.

Performance Ratings:

N	1	2	3	4
Unable to assess at this point	Student/candidate does not appear to understand the concepts.	Student/candidate appears to understand the concepts underlying the component.	Student/candidate demonstrates an understanding of the concepts underlying the component.	Student/candidate clearly demonstrates a strong grasp of the concepts

*Ratings are adapted from Enhancing Professional Practice, a Framework for Teaching by Charlotte Danielson

Goal 1: The candidate possesses the knowledge (in liberal arts, content area, and pedagogy) and pedagogical skills and demonstrates academic and professional excellence to teach all students.	
Demonstrate knowledge of liberal arts education	
Demonstrate knowledge and application of material related to his/her content area	
Demonstrate knowledge of the processes of human development and learning	
Demonstrate effective communication skills necessary for working in the school community	
Demonstrate problem solving, reasoning, and critical thinking skills to make decisions	
Demonstrate skills to analyze, design, develop, implement and evaluate instruction	
Demonstrate effective teaching and assessment strategies for all students	
[6]Demonstrate skills in using technology for instruction that benefit all students	
[6]Demonstrate the use of technology in management and communication	
9	
Goal 2: The candidate demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life.	
[2] Demonstrate ethical and moral behavior in the classroom	
[1]Demonstrate a continuing professional interest in education	
[1]Acquire knowledge of and advocate for educational issues	
[6]Demonstrate a proficiency in technological applications to education	
[2]Maintains appropriate boundaries 5	

Goal 3: The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives.	
[3]Demonstrate effective communication and interpersonal skills	
[5]Build cooperative relationships among all students for an effective learning environment	
Participate in community activities and service	
[3]Advocate and provide support for all students	
Develop a teaching style and professional relationships that enhance personal well-being 5	
Goal 4: The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach	
[4] Reflects current practices to ensure student learning	
[5]Evaluates awareness and understanding of the strengths and needs of diverse learners	
[4] Demonstrates positive character traits and moral values	
Draws from experiences to create a safe environment for all students 4	
The student/candidate demonstrates classroom assistance	
demonstrates the ability to prepare teaching materials	
demonstrates the ability to score papers	
demonstrates the ability to work with small groups or individuals	
demonstrates the ability to create bulletin boards	
[6]demonstrates the ability to use technology in the classroom 5	

What strengths did you observe in the student?

☐ Asked Questions ☐ Attitude ☐ Commitment ☐ Communicate at Student's Level
☐ Confidence ☐ Creativity ☐ Dependability ☐ Dress Appropriately
☐ Empathetic ☐ Enthusiasm ☐ Helpfulness ☐ Interaction with Students
☐ Initiative ☐ Interest in Teaching ☐ Knowledge of Subject ☐ One-to-One Skills
☐ Politeness ☐ Positive Role Model ☐ Professionalism ☐ Punctuality
☐ Rapport with Students

What weaknesses need to be strengthened?

☐ Ask More Questions ☐ Assertiveness ☐ Attitude ☐ Communicate at Student's Level
☐ Commitment ☐ Confidence ☐ Creativity ☐ Dependability/Attendance
☐ Dress Appropriately ☐ Enthusiasm ☐ Helpfulness ☐ Interaction with Students
☐ Initiative ☐ Interest in Teaching ☐ Knowledge of Subject ☐ Poor English
☐ Professionalism ☐ Priorities ☐ Punctuality ☐ Time Management

Would you recommend this student for a teacher education program? (Yes or No)

Comments:

Below is for Teacher Education Department Use Only
Teacher Education Department will calculate the average of Early Field Evaluation Form

The following grades will be assigned by RU:
Distinguished (A) equals an average between 3.60 to 4.00
Proficient (B) equals an average between 3.00 to 3.59   **FINAL SCORE:**
Basic (C) equals an average between 2.50 to 2.99
Unsatisfactory (D) equals an average between 2.00 to 2.49
Unsatisfactory (F) equals an average below 2.0
Did not complete equals zero

Signature of Rater:_____

Randall University School of Education
Early Field Evaluation Form III
(Completed by Cooperative Teacher)

Student/Candidate:	**Grade/Level:**
Cooperating Teacher:	**School:**
Semester/Year:	**Hours Observed:**
Date:	

Class: Methods

Did the student complete the required hours? (Yes or No)
If no, DO NOT COMPLETE THIS FORM.
Please skip to the end of the form and complete other comments then click submit.

Randall University Conceptual Framework: *Teaching the whole student. Equipping the student through practical experience. Serving all students with the love and character of Christ. Randall University (RU) prepares teachers that*: 1) display a love of learning, 2) practice personal and professional integrity, 3) demonstrate care and acceptance for all students and 4) be reflective in scholarship to their faith.

Performance Ratings:

N	1	2	3	4
Unable to assess at this point	Student/candidate does not appear to understand the concepts.	Student/candidate appears to understand the concepts underlying the component.	Student/candidate demonstrates an understanding of the concepts underlying the component.	Student/candidate clearly demonstrates a strong grasp of the concepts

*Ratings are adapted from Enhancing Professional Practice, a Framework for Teaching by Charlotte Danielson

Goal 1: The candidate possesses the knowledge (in liberal arts, content area, and pedagogy) and pedagogical skills and demonstrates academic and professional excellence to teach all students.	
Demonstrate knowledge of liberal arts education	
Demonstrate knowledge and application of material related to his/her content area	
Demonstrate knowledge of the processes of human development and learning	
Demonstrate effective communication skills necessary for working in the school community	
Demonstrate problem solving, reasoning, and critical thinking skills to make decisions	
Demonstrate skills to analyze, design, develop, implement and evaluate instruction	
Demonstrate effective teaching and assessment strategies for all students	
[6]Demonstrate skills in using technology for instruction that benefit all students	
[6]Demonstrate the use of technology in management and communication	9
Goal 2: The candidate demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life.	
[2]Demonstrate ethical and moral behavior in the classroom	
[1]Demonstrate a continuing professional interest in education	
[1]Acquire knowledge of and advocate for educational issues	
[6]Demonstrate a proficiency in technological applications to education	
[2]Maintains appropriate boundaries	5

Goal 3: The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives.	
[3]Demonstrate effective communication and interpersonal skills	
[5]Build cooperative relationships among all students for an effective learning environment	
Participate in community activities and service	
[3]Advocate and provide support for all students	
Develop a teaching style and professional relationships that enhance personal well-being 5	
Goal 4: The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach	
[4] Reflects current practices to ensure student learning	
[5]Evaluates awareness and understanding of the strengths and needs of diverse learners	
[4] Demonstrates positive character traits and moral values	
Draws from experiences to create a safe environment for all students 4	
The student/candidate demonstrates classroom assistance	
demonstrates the ability to prepare teaching materials	
demonstrates the ability to teach a lesson	
demonstrates the ability to work with small groups or individuals	
[6]demonstrates the ability to use technology in the classroom 5	

What strengths did you observe in the student?

☐ Asked Questions ☐ Attitude ☐ Commitment ☐ Communicate at Student's Level
☐ Confidence ☐ Creativity ☐ Dependability ☐ Dress Appropriately
☐ Empathetic ☐ Enthusiasm ☐ Helpfulness ☐ Interaction with Students
☐ Initiative ☐ Interest in Teaching ☐ Knowledge of Subject ☐ One-to-One Skills
☐ Politeness ☐ Positive Role Model ☐ Professionalism ☐ Punctuality
☐ Rapport with Students

What weaknesses need to be strengthened?

☐ Ask More Questions ☐ Assertiveness ☐ Attitude ☐ Communicate at Student's Level
☐ Commitment ☐ Confidence ☐ Creativity ☐ Dependability/Attendance
☐ Dress Appropriately ☐ Enthusiasm ☐ Helpfulness ☐ Interaction with Students
☐ Initiative ☐ Interest in Teaching ☐ Knowledge of Subject ☐ Poor English
☐ Professionalism ☐ Priorities ☐ Punctuality ☐ Time Management

Would you recommend this student for a teacher education program? (Yes or No)
Comments:

Below is for Teacher Education Department Use Only
Teacher Education Department will calculate the average of Early Field Evaluation Form

The following grades will be assigned by RU:
Distinguished (A) equals an average between 3.60 to 4.00
Proficient (B) equals an average between 3.00 to 3.59   **FINAL SCORE:**
Basic (C) equals an average between 2.50 to 2.99
Unsatisfactory (D) equals an average between 2.00 to 2.49
Unsatisfactory (F) equals an average below 2.0
Did not complete equals zero

Signature of Rater:_____

Randall University School of Education
Early Field Experience Placement Form

Student/Candidate_____   Semester/Year _____

I have transportation? ❑Yes   ❑ No   Student/Candidate RU email:_____ _____

My subject area is:
_____ Elementary Ed   _____ English   _____Social Studies   _____Math   _____ Business

Circle your current EFE courses fulfilled by this placement: Hours required:
EDUC 3113   PSYC 3323   EDUC 4513   EDUC 4463   Grade preferred (if available):
EDEL 4123   EDEL 3133   EDEL 3243   EDEL 4243

I have read pages 1-19 of the Teacher Education Handbook and understand the requirements and my responsibilities in Early Field Experience.

_____   _____

Student's/Candidate's signature   Date

_____

Field Experience Coordinator completes remainder of form:

Circle one: Urban   Suburban   Rural

Placement:
School_____Teacher_____Grade/Subject_____

School Address_____Phone_____Email_____
<mark>Diverse Populations that the student/teacher candidate will be working with during this semester's Field Experience:</mark>
<mark>Gender   Ethnicity   Race   Exceptionalities   Socioeconomic Status (SES)</mark>

<mark>Complete details about the school placement can be found in the Randall School of Education data manual.</mark>

PROFESSIONAL LIABILITY INSURANCE

All students/candidates who participate in early field experiences must carry professional liability insurance in the amount of $1,000,000. Proof of professional liability insurance in the required amount must be submitted to the Director of Early Field Experience before the student/candidate will be assigned to an early field experience.

Source of Professional Liability Insurance _____

BACKGROUND CHECK COMPLETED

_____   _____

Signature of the Field Experience Coordinator   Date

Guidelines for Reflective Field Experience Journal
Randall University School of Education

The Reflective Field Experience Journal is a required component of each course in the unit with a field experience component. Journals are used to assess candidates' knowledge, skills, and dispositions throughout the required eighty (80) hours of observations. Reflective Field Experience Journals are required in the following courses.

Required of all education students:
Level I
EDUC 3113   Foundations of Education
Level II
PSYC 3323   Educational Psychology
EDUC 4513   Classroom Management

Required of elementary education majors:
Level III
EDEL 3133   Methods of Teaching Science
EDEL 3243   Methods of Teaching Social Studies
EDEL 4123   Methods of Teaching Language Arts
EDEL 4243   Methods of Teaching Mathematics

Required of secondary education majors:
Level III
EDUC 4463   Secondary Teaching Methods

Candidates are required to complete four different assignments of field experience demonstrating progressively more time and responsibility in the classroom. While Observation Time Logs are used to measure physical time in the classroom, Reflective Field Experience Journals measure candidates' knowledge, skills, and disposition. Both components are required to receive credit for field experience hours.

Each course requires a different number of reflection journal entries - 2-3 pages minimum (Refer to the Reflective Journal Template)- (one reflection per every 5 hours of observation). Candidates must score seven (7) or above to be acceptable. Lower scores are not acceptable, and candidates must redo the reflection journal entry.

Candidates are responsible for incorporating each area of the rubric into their writing. Candidates must move beyond description only. Reflection carries with it the connotation of deep thinking which is more than description. It requires the candidate to analyze, synthesize and evaluate for the purpose of future intentional application.

In addition, the candidate must also reflect in light of the conceptual framework goal of holistic education and include how the observation relates to the goals of the program by giving an example of 1) love of learning; 2) integrity; 3) empathy and 4) commitment to what they observed as well as ways that they believe it will impact their future as educators.

If additional assistance is needed, it is the student's responsibility to inquire with the instructor prior to submission.

Reflective Field Experience Journal Template

Student Name:	Semester/Year:
Grade observing:	Major:

I. Diversity: Analysis of Learner and Learning Environment *(at least one paragraph per entry)*

Candidates must move beyond description only. Reflection carries with it the connotation of deep thinking, which is more than description. It requires the candidate to analyze, synthesize and evaluate for the purpose of future intentional application.

Teacher Behaviors:

Student Behaviors:

Diversity of Students:

Instructional Strategies:

Learning Environment:

Candidate's Involvement:

II. Reflection

In paragraph form include 2 or more examples of what was learned from the observation and how the candidate will apply it in practice to become an effective teacher in terms of a specific InTASC standard. *(Refer to the specific InTASC standard in your reflection)*

III. Classroom Connection to Conceptual Framework

In paragraph form, this reflection should include connections from the candidates' field experience of what was observed as well as ways that they believe it will impact their future as educators to the Conceptual Framework of the Randall School of Education. Refer to the Conceptual Framework objectives and dispositions in the Randall University Handbook. Specific evidence is required when referring to the Conceptual Framework.

Intellectual -Love of Learning
Goal 1. The candidate possesses the knowledge bases, in liberal arts, his/her content area, and in pedagogical skills and demonstrates academic and professional excellence to teach all students.

Moral - Integrity
Goal 2. The candidate demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life.

Social – Empathy
Goal 3. The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives.

Spiritual – Reflective
Goal 4. The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach.

Reflective Field Experience Journal Assessment

Student Name: Date:

Course: Assessor:

	Exceeds Expectations (4 pts)	Meets Expectations (3 pts)	Needs improvement (2 pts)	Unacceptable (1 pt.)
Diversity: Analysis of Learner and Learning Environment	Candidate wrote a summary of the observation describing all six (6) of the following areas: teacher or student behaviors, diversity of students, instructional strategies, learning environment or candidate's involvement.	Candidate wrote a summary of the observation describing four (4) – five (5) of the following areas: teacher or student behaviors, diversity of students, instructional strategies, learning environment or candidate's involvement.	Candidate wrote a summary of the observation describing two (2) – three (3) of the following areas: teacher or student behaviors, diversity of students, instructional strategies, learning environment or candidate's involvement.	Candidate wrote a summary of the observation describing one or less of the following areas: teacher or student behaviors, diversity of students, instructional strategies, learning environment or candidate's involvement.
Reflection (InTasc Standard)	Candidate's reflection includes 2 or more insightful examples of what was learned from the observation and how the candidate will apply it in practice to become an effective teacher in terms of two specific InTasc standards.	Candidate's reflection includes 1 effective example of what was learned from the observation and how the candidate will apply it in practice to become an effective teacher in terms of a specific InTasc standard.	Candidate's reflection does not clearly include any examples of what was learned from the observation or how the candidate will apply it in practice to become an effective teacher.	Candidate's reflection is missing a reflection or there is minimal description of the observations.
Classroom Connection to Conceptual Framework	Candidate's reflection includes an insightful connection to 4 goals of the Conceptual Framework.	Candidate's reflection includes an effective connection AND/OR 3 goals of the Conceptual Framework.	Candidate's reflection includes a vague connection AND/OR 2 goals of the Conceptual Framework.	Candidate's reflection does not address the goals of the Conceptual Framework

Signature of assessor: _____   score _____/12

Teacher Candidates must score at least 80% on performance assessments with the exception of Field Experience Journals which is one of the first assessments given. For Field Experience Journals, Teacher Candidates must score at least 7 out of 12 for Level I Field Experience, at least 8 out of 12 for Level II Field Experience, and at least 9 out of 12 for Level III Field Experience. In addition, teacher candidates cannot have any ratings of "unacceptable". If they do not attain the required score, they will be given feedback and an _____ ir work in order to achieve the necessary score.

Randall University

School of Education

Lesson Plan

Teacher Candidate Name		**Semester**	
Course Title		**Course Teacher**	
Grade Level Focus		**Subject Area Focus**	

Place title of Lesson or Activity here

1. Instructional Learning Goal: *What is the overall goal or purpose of this lesson?   Why are you teaching this material to this group of students?*

2. Specific Lesson Objectives: 5 Objectives required: *What do you want your students to know and be able to do after instruction? Use Bloom's Taxonomy*

3. Alignment of Objectives to Standards: (State and National)
   RU SPA National Standards
   OAS Oklahoma Academic Standards (includes PASS in some subjects)

4. Resources/Materials: *What materials, including technology, will you need to teach this lesson.*

5. Engagement/Introduction: How *do you plan to introduce the lesson? How will you build background knowledge? How will you interest and involve students so that they are motivated to learn?*

6. Learner Participation:
   A. Adjustments/Adaptations: *Describe how instruction will be adjusted to accommodate students exceptional learning needs, language diversity or other learning variations.*
   B. Guided Practice: *List activities, which will be under your supervision and provide a time frame for completing this practice.*
   C. Independent Practice: *Describe practice students will do independently (List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.)*

7. Closure/Summary: *What method of review and evaluation will be used to complete the lesson? How do you plan to address all of the objectives? How do you plan to sequence activities, scaffold knowledge and extend objectives?*

8. Assessment: *How will you evaluate student learning to know standards are met? Consider what types of assessment (formal, informal) you will employ with the lesson. Will there be some sort of culmination assessment (project, essay, or test)?*

Application for Admission into Clinical Practice

Name _____   **RU ID**_____

Current Mailing Address _____

Current Telephone_____   **Current E-mail**_____

Date of Graduation or Certification *(circle one)*:   **December   May   20 ____**

Applying for *(circle one)*:   **Fall   Spring   20 ____**

Major_____   **Minor** _____

DISPOSITIONS: Please list below two (2) disposition references to support this application. One disposition must come from your advisor OR content Methods instructor and the other disposition must come from your Methods cooperating teacher. The disposition sheets are attached. You are to assume the responsibility for getting them to the proper persons and having them returned to the Chair of the School of Education.

        Name   **Position or Title**

1. _____

2. _____

    The final placement for Clinical Practice is left to the discretion of the Teacher Education Committee

---

Completed by Candidates in Education program ___(please add if urban, suburban, or rural)

EDUC 3113 Foundations in Education Placement _____

EDUC 3323 Educational Psychology Placement_____

EDUC 4512 Classroom Management Placement _____

Methods class(es) placement _____

Please answer the following questions:

1. Have you ever been convicted of a felony?
    ❑ Yes   ❑ No   If yes, please attach a copy of the court documents regarding conviction.
2. Have you ever been convicted of ANY crime involving dishonesty, drugs, or a child?
    ❑ Yes   ❑ No   If yes, please attach a copy of the court documents regarding conviction.
3. Have you entered into a criminal diversion agreement after being charged with any offense described above?
    ❑ Yes   ❑ No   If yes, please attach a copy of the diversion agreement.

53

4. Are criminal charges pending against you in any state involving any of the offenses described above?
   ❑ Yes ❑ No If yes, please attach a copy of the court documents regarding your case.

5. Have you had a teacher's or school administrator's certificate or license denied, suspended or revoked in any state?
   ❑ Yes ❑ No If yes, please circle the action taken: denied suspended revoked

   Which State(s) _____
   Please attach a copy of the documents regarding the official action taken.

6. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?
   ❑ Yes ❑ No If yes, please attach a copy of the official documents regarding the action pending

   against you.

_____

Signature of Applicant   *Date submitted*

_____

==***Signature of Major Department Chair who has verified that the candidate has completed courses in approved program and recommended the candidate for clinical practice***==   *Date submitted*

<u>**SCHOOL OF EDUCATION USE ONLY**</u>:

Action Taken: ❑ Approved   ❑ Disapproved

_____   _____

Chair of School of Education/Certification   *Date*

Name of Candidate:_____   Date: _____

Name of Rater: _____   Position of Rater: _____

Dispositions
(Clinical Practice Disposition Form for Admission by Methods Teacher
Or Methods Cooperating Teacher)

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE Professional Standards 2002 Edition).

The School of Education is committed to the selection and preparation of future elementary and secondary education teachers who reflect the spirit of the University's mission statement which promotes holistic education of all students and focuses on the intellectual, moral, social and spiritual development of all students.

Directions: **Mark 1, 2, 3, 4 on the line provided for each goal. Include comments if appropriate. Note that these are only suggested indictors; others might also be applicable.**

1	2	3	4
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Candidate does not meet minimal expectations	Candidate meets minimal expectations	Candidate meets expectations	Candidate exceeds expectations

Intellectual– Love of Learning

Goal 1: The candidate possesses the knowledge (in liberal arts, content area, and pedagogy) and pedagogical skills and demonstrates academic and professional excellence to teach all students.
- Appreciate the value of a liberal arts education
- Be passionate about the process of teaching and learning for all students
- Appreciate the value of technology in the learning process
- Understands the expectations of the profession

Rating from scale above: _____
Additional Comments:

Moral– Integrity

Goal 2: The candidate demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life.

- Demonstrate ethical and moral behavior in the classroom
- Demonstrate a positive attitude towards growth and change
- Models respectful attitudes towards others
- Maintains appropriate boundaries

Rating from scale above: _____

Additional Comments:

1	2	3	4
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Candidate does not meet minimal expectations	Candidate meets minimal expectations	Candidate meets expectations	Candidate exceeds expectations

Social– Empathy

Goal 3: The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives.

Rating from scale above: _____
Additional Comments:

- Seeks to foster respectful communication among all members of the learning community
- Recognize and respect the diverse needs of all learners
- Appreciate the importance of caring for all students
- Takes responsibility for promoting learners' growth and development

Spiritual– Reflective in Scholarship

Goal 4: The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach

Rating from scale above: _____
Additional Comments:

- Reflects current practices to ensure student learning
- Evaluates awareness and understanding of the strengths and needs of diverse learners
- Demonstrates positive character traits and moral values
- Draws from experiences to create a safe environment for all students

_____/16

Signature of rater _____Date:_____

Randall University School of Education
Clinical Practice Placement Form

STUDENT INFORMATION

Name_____   Semester/Year_____

Address_____   City/State_____

Email_____   Phone _____

REQUEST INFORMATION

Grade Level Requested (circle one):   Elementary   Secondary

Semester Requested (circle one):   Spring   Fall   Year _____

Subject/Grade Requested: _____

(completed by Program Director)

FINGERPRINTING

Fingerprinting Required for Placement? (circle one)   Yes   No

Date Completed _____   State _____

Professional Insurance _____   Background Check completed: Yes   No

RU Cooperating Teacher Requirements: Minimum of three years teaching experience and principal recommendation is required.

PLACEMENT INFORMATION

School   _____   District_____

School Address_____   City/State_____

Contact Name _____   Position_____

Contact Email _____   Contact Phone_____

Placement Dates: Start_____   End_____

Cooperating Teacher _____   School_____

Teacher Email_____   Teacher Phone _____

Subject/Grade_____   Years Experience _____

SIGNATURES

Student _____   Date_____

Advisor _____   Date_____

Program Director _____   Date_____

Randall University School of Education
Clinical Practice Placement Form

STUDENT INFORMATION

Name_____

Address _____ City/State_____

Email_____ Phone _____

Organizations and Memberships in High School _____

_____

Organizations and Memberships in College _____

_____

What attracted you to teaching?_____

_____

_____

Early Field Experience / Observations_____

_____

_____

_____

_____

Please provide some background information on yourself to assist in the placement process (i.e. sports, interests, family life, etc.) _____

_____

_____

_____

_____

_____

_____

Randall University School of Education
Clinical Practice Candidate's Interview Form

_____   _____
                    Candidate   Date of Interview

_____   Circle one: <u>Senior</u>   <u>Post Grad</u>
                Candidate's Major

No candidate who receives an average score of less than three (3) can be accepted into Clinical Practice without further review and having taken steps to improve the noted deficiency.

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
Candidate fails to demonstrate a grasp of the concept.	Candidate demonstrates a partial understanding of the concept however states these ideas in an imprecise and somewhat unclear manner	Candidate demonstrates solid understanding of several aspects of the concept and states these ideas in an acceptable manner	Candidate demonstrates depth of understanding of the multiple aspects of the concept, and articulates these ideas in a clear and concise manner.

Questions for Candidate:

1. What grade or level do you see yourself teaching and why?

2. Although this is a clinical practice and not your own classroom, how do you visualize managing the classroom and student behavior?

3. From the methods classes you have taken, describe an instructional strategy you think will work well for you.

4. Describe an instructional strategy that you believe you need to strengthen.

5. Considering the approximate grade level, you want to teach, what curriculum area do you believe you are well prepared to teach? (Elementary)

6. When thinking of your content area, what are two broad topics that you believe you are well prepared to teach? (Secondary)

7. What are your weaker curriculum areas you will need to strengthen during clinical practice?

8. Describe how you would integrate technology into your instruction.

9. What do you believe are two significant concepts in your content area to teach?

10. Describe the type of student that you will most enjoy in clinical practice.

11. Describe the type of student that will pose the greatest challenge to you in your teaching.

12. Identify effective accommodations for students with special needs in your clinical practice classroom.

13. Describe yourself as a worker and team member.

14. Share some aspect of your portfolio that would provide evidence of your teaching ability strengths.

Total Score_____   Average Score_____ (Total score/13)   Interviewer's Signature_____

Randall University School of Education
Three-Week Progress Report
(To be completed by the University Supervisor with the Director of Teacher Education, & Mentor Teacher)

Candidate _____   **Date**_____

Yes   No

___ ___   Progressing in clinical practice

___ ___   Having a positive rapport and relationship with cooperating teacher

___ ___   Attending clinical practice   ____ Number of Absences

- -

____   Allowed to continue in clinical practice

____   Unsatisfactory progress in clinical practice

Requirements to be met by (date) _____
to be allowed to continue in clinical practice_____

_____

_____

_____

Removed from clinical practice because _____

_____

_____

_____

Signed by:

_____ _____   _____ _____
              University Supervisor   Date   Mentor Teacher   Date

_____ _____   _____ _____
          Chair of the School of Education   Date   Candidate   Date

60

Randall University School of Education
Clinical Practice Formative Evaluation Form l
(Completed by Mentor Teacher)

Candidate	Grade/Subject Taught	Date

School	Semester/Year	Observation #

Signature of Mentor Teacher	Signature of Candidate

Randall University Conceptual Framework: *Teaching the whole student. Equipping the student through practical experience. Serving all students with the love and character of Christ. Randall University (RU) prepares teachers that*: 1) display a love of learning, 2) practice personal and professional integrity, 3) demonstrate care and acceptance for all students and 4) be reflective in scholarship to their faith.

Performance Ratings:

N	1	2	3	4
Not evident	**Inadequate**	**Developing**	**Emerging competence**	**Proficient for beginning teacher**
Candidate has not performed in this category, or is not applicable.	Candidate's performance reflects unsatisfactory understanding, skills and/or attitudes.	Candidates possess basic knowledge and capabilities.	Candidate demonstrates a pattern of improvement with effective knowledge and capabilities.	Candidate demonstrates consistent, competent, initial level performance.

*Ratings are adapted from the University of North Carolina Willington

Goal 1: The candidate possesses the knowledge (in liberal arts, content area, and pedagogy) and pedagogical skills and demonstrates academic and professional excellence to teach all students.					
KNOWLEDGE: (InTASC Standards #1, 2, 4, & 5)	N	1	2	3	4
demonstrates knowledge, understanding, and application of material related to the content area					
demonstrates knowledge and use of research based best practices and strategies					
demonstrates knowledge of students' background, abilities, achievements and needs					
Sub-total					
PLANNING/ORGANIZATION SKILLS: (InTASC Standards #1, 2, 5, 6, 7, & 8)	N	1	2	3	4
develops detailed lesson plans with standard based objectives and strategies					
develops an appropriate sequence of instruction					
demonstrates skills to integrate other content areas					
[6] plans for the use of technology to enhance instruction					
[5] uses effective assessment strategies for all students					
uses strategies for re-teaching					
Sub-total					
INSTRUCTIONAL SKILLS: (InTASC Standard #8)	N	1	2	3	4
gives clear and complete directions					
displays a flexibility in instructional strategies, adjusting the lesson as needed					
demonstrates a higher level of questioning strategies					
paces instruction appropriately					
monitors student work and progress					
demonstrates skills in using technology for instruction that benefits all students					
anticipates and corrects student's errors					
engages students in active learning					

	N	1	2	3	4
Sub-total					
CLASSROOM MANAGEMENT SKILLS: (InTASC Standard #3)	N	1	2	3	**4**
develops, explains and monitors standards for student conduct					
controls the classroom, and bases control on student behavior					
maintains a focus on productive learning by correcting off-task behavior					
balances individual needs with group needs					
uses time effectively and efficiently					
organizes the classroom physical setting to be a safe and effective learning environment					
[6] demonstrates the use of technology in management and communication					
Sub-total					
ACADEMIC AND PROFESSIONAL EXCELLENCE: (InTASC Standard #4 & 5)	N	1	2	3	**4**
demonstrates problem solving, reasoning and critical thinking skills to make decisions					
demonstrates reflection skills in developing and evaluating classroom practices and lessons					
Sub-total					
Goal 2: The candidate demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life. (InTASC Standards # 8, 9, & 10)	N	1	2	3	4
[2]demonstrates ethical and moral behavior in the classroom					
[1]demonstrates a continuing professional interest in education					
[1]acquire knowledge of and advocate for educational issues					
[6]demonstrates a proficiency in technological applications to education					
Goal 3: The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives. (InTASC Standards # 2, 3, & 10)	N	1	2	3	4
[3]demonstrate effective communication and interpersonal skills					
[5]build cooperative relationships among all students for an effective learning environment					
participate in community activities and service					
[3]advocate and provide support for all students					
develop a teaching style and professional relationships that enhance personal well-being					
Sub-total					
Goal 4: The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach (InTASC Standards # 2 & 9)	N	1	2	3	4
[4] Reflects current practices to ensure student learning					
[5]Evaluates awareness and understanding of the strengths and needs of diverse learners					
[4]Demonstrates positive character traits and moral values					
Sub-total					
TOTAL					

Additional Comments:

Thank you for completing this form. Your input is very valuable to the Teacher Education Program.
Please send your completed form in the enclosed envelope provided with this Survey form.

University Supervisor:_____**Date:**_____

Randall University School of Education
Clinical Practice Formative Evaluation Form II
(Completed by University Supervisor during Methods & CP)

Candidate	Grade/Subject Taught	Date

School	Semester/Year	Observation #

Signature of Cooperating Teacher	Signature of Candidate

<u>Randall University Conceptual Framework:</u> *Teaching the whole student. Equipping the student through practical experience. Serving all students with the love and character of Christ. Randall University (RU) prepares teachers that*: 1) display a love of learning, 2) practice personal and professional integrity, 3) demonstrate care and acceptance for all students and 4) be reflective in scholarship to their faith.

Performance Ratings:

N	1	2	3	4
Not evident	**Inadequate**	**Developing**	**Emerging competence**	**Proficient for beginning teacher**
Candidate has not performed in this category, or is not applicable.	Candidate's performance reflects unsatisfactory understanding, skills and/or attitudes.	Candidates possess basic knowledge and capabilities.	Candidate demonstrates a pattern of improvement with effective knowledge and capabilities.	Candidate demonstrates consistent, competent, initial level performance.

*Ratings are adapted from the University of North Carolina Willington

Goal 1: The candidate possesses the knowledge (in liberal arts, content area, and pedagogy) and pedagogical skills and demonstrates academic and professional excellence to teach all students.					
KNOWLEDGE: (InTASC Standards #1, 2, 4, & 5)	**N**	**1**	**2**	**3**	**4**
demonstrates knowledge, understanding, and application of material related to the content area					
demonstrates knowledge and use of research based best practices and strategies					
demonstrates knowledge of students' background, abilities, achievements and needs					
Sub-total					
PLANNING/ORGANIZATION SKILLS: (InTASC Standards # 1, 2, 5, 6, 7, & 8)	**N**	**1**	**2**	**3**	**4**
develops detailed lesson plans with standard based objectives and strategies					
develops an appropriate sequence of instruction					
demonstrates skills to integrate other content areas					
[6]plans for the use of technology to enhance instruction					
[5]uses effective assessment strategies for all students					
uses strategies for re-teaching					
Sub-total					
INSTRUCTIONAL SKILLS: (InTASC Standard #8)	**N**	**1**	**2**	**3**	**4**
gives clear and complete directions					
displays a flexibility in instructional strategies, adjusting the lesson as needed					
demonstrates a higher level of questioning strategies					
paces instruction appropriately					
monitors student work and progress					
demonstrates skills in using technology for instruction that benefits all students					
anticipates and corrects student's errors					
engages students in active learning					
Sub-total					

	N	1	2	3	4
CLASSROOM MANAGEMENT SKILLS: (InTASC Standard #3)	N	1	2	3	**4**
develops, explains and monitors standards for student conduct					
controls the classroom, and bases control on student behavior					
maintains a focus on productive learning by correcting off-task behavior					
balances individual needs with group needs					
uses time effectively and efficiently					
organizes the classroom physical setting to be a safe and effective learning environment					
demonstrates the use of technology in management and communication					
Sub-total					
ACADEMIC AND PROFESSIONAL EXCELLENCE: (InTASC Standard #4 & 5)	N	1	2	3	**4**
demonstrates problem solving, reasoning and critical thinking skills to make decisions					
demonstrates reflection skills in developing and evaluating classroom practices and lessons					
Sub-total					
Goal 2: The candidate demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life. (InTASC Standards # 8, 9, & 10)	N	1	2	3	4
[2]demonstrates ethical and moral behavior in the classroom					
[1]demonstrates a continuing professional interest in education					
[1]acquire knowledge of and advocate for educational issues					
[6]demonstrates a proficiency in technological applications to education					
Sub-total					
Goal 3: The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives. (InTASC Standards # 2, 3, & 10)	N	1	2	3	4
[3]demonstrate effective communication and interpersonal skills					
[5]build cooperative relationships among all students for an effective learning environment					
participate in community activities and service					
[3]advocate and provide support for all students					
develop a teaching style and professional relationships that enhance personal well-being					
Sub-total					
Goal 4: The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach. (InTASC Standards # 2 & 9)	N	1	2	3	4
[4] Reflects current practices to ensure student learning					
[5]Evaluates awareness and understanding of the strengths and needs of diverse learners					
[4]Demonstrates positive character traits and moral values					
Sub-total					
TOTAL					

Additional Comments:

Yellow = Technology & Pink = Diversity

University Supervisor:_____**Date:**_____

RANDALL UNIVERSITY
CLINICAL PRACTICE SUMMATIVE EVALUATION FORM

Candidate   School Placement
Subject/Grade

Cooperating Teacher   RU Supervisor
Conference Date

I. The candidate possesses the knowledge (in liberal arts, content area, and pedagogy) and pedagogical skills and demonstrates academic and professional excellence to teach all students.

Component	Inadequate (1 pt.)	Developing Competence (2 pts.)	Emerging Competence (3 pts.)	Proficient for Beginning Teacher (4 pts.)
Knowledge Base (InTASC #1, 4) **Score**	Candidate • Fail to possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level	Candidate • displays minimal content knowledge and does not correct student errors • demonstrates little understanding of prerequisites and appropriate sequence, age appropriateness and sufficient content	Candidate • displays basic content knowledge • displays basic pedagogical knowledge, displays basic awareness of prerequisite learning, but does not anticipate student misconceptions	Candidate • displays solid content knowledge • understands prerequisite relationships in the content area and reflects current best practices, and sometimes anticipates student misconceptions
	Inadequate (1 pt.)	Developing Competence (2 pts.)	Emerging Competence (3 pts.)	Proficient for Beginning Teacher (4 pts.)
Planning Skills (InTASC #1, 2 & 7) **Score**	Candidate • is unable to write content appropriate lesson plans • writes plans that are not logically sequenced to meet the needs of group and/or individual learners • writes plans that do not reflect appropriate standards • fails to plan assessments or plans inappropriate assessments • fails to use technology to enhance the lesson	Candidate • attempts to write lesson plans but lacks structure and connections • develops instruction but lacks appropriate sequence • lesson plans partially follow the appropriate standards • Assessment only partially meet basic criteria • Attempts to use technology	Candidate • writes content appropriate lesson plans, but does not articulate connections with other content areas • develops an appropriate sequence of instruction most of the time • lesson plans follow the appropriate standards • plans assessments that meets basic criteria • uses some technology to enhance the lesson	Candidate • writes content appropriate lesson plans that are logically sequenced to meet the needs of all learners • writes plans that incorporate opportunities for integration • writes plans that are well developed and are consistent with standards • writes plans that include clear assessment criteria • plans for the use of technology to enhance the lesson
	Inadequate (1 pt.)	Developing Competence (2 pts.)	Emerging Competence (3 pts.)	Proficient for Beginning Teacher (4 pts.)
Instructional Skills InTASC #1, 2, 7, & 8) **Score**	Candidate • fails to give directions or follow normal procedures students may be familiar with • does not correct student errors • does not demonstrate familiarity with different approaches to learning and the various learning styles • fails to plan learning activities appropriate for the lesson • does not engage students in meaningful learning	Candidate • gives directions but uses procedures that are confusing to students • corrects students errors sporadically • attempts us use key concepts but is unclear how they apply to activities • fails to plan learning activities that are suitable for students and does not follow an organized progression	Candidate • gives directions and uses procedures that are clarified after initial student confusion • corrects student errors some of the time • uses key concepts and goals that are usually clear and may include a few activities • utilizes learning activities that are suitable to students or instructional goals and take into account some different learning styles	Candidate • gives directions and uses procedures that are clear to students • consistently corrects student errors • uses key concepts and goals that are clear and includes activities that involve students in the learning, taking into account various learning styles • successfully engages all students in learning appropriately teaches content and links

65

	• does not teach content appropriately and does not connect it well with students' prior knowledge and experience	• only engages those students who are paying attention • attempts to teach content but does not connect it in a manner that keeps students engaged	• makes attempts to engage all students • teaches content generally appropriately and makes some connections with prior student knowledge • adjusts the lesson somewhat and in general, changes occur smoothly	• concepts and information with prior student knowledge • adjusts the lesson to represent the content accurately on most occasions
	Inadequate (1 pt.)	**Developing Competence (2 pts.)**	**Emerging Competence (3 pts.)**	**Proficient for Beginning Teacher (4 pts.)**
Classroom Management Skills (InTASC #3, 9 & 10) **Score**	Candidate • fails to utilize developed standards of conduct and confuses students about expectations • does not seem to value diversity or seek active participation in the management process • does not monitor student behavior and is not aware of what students are doing and does not respond to misbehavior, or the response is inconsistent, repressive or undignified • loses considerable instructional time in performing non-instructional duties • provides a classroom that is unsafe or not conducive to learning	Candidate • Attempts to utilize a developed standard of conduct but lack consistency. • generally, interacts appropriately, but may reflect inconsistencies, favoritism, or disregard for students' cultures • attempts to be aware and monitor student behavior, appears unable to manage class appropriately. • Loses some instructional time due to performing non-instructional duties • Provides a classroom that is safe but lacks structure at times.	Candidate • establishes standards for most situations that most students can understand • interacts appropriately, but reflects inconsistencies, or lack of understanding for students' cultures • demonstrates general awareness of student behavior, but may miss the activities of some students and attempts to respond to misbehavior, but with uneven results • handles non-instructional duties fairly efficiently, resulting in little loss of time • provides a classroom that is safe, but the arrangement has limited effectiveness	Candidate • develops clear standards of conduct for students • utilizes interactions that reflect genuine caring and respect for individual students • demonstrates alertness to student behavior at all times and responds to misbehavior appropriately and successfully, respecting the students' dignity • develops efficient systems for performing non-instructional tasks, resulting in a minimal loss of instructional time • provides a classroom that is safe and arranges the classroom to facilitate learning
	Inadequate (1 pt.)	**Developing Competence (2 pts.)**	**Emerging Competence (3 pts.)**	**Proficient for Beginning Teacher (4 pts.)**
Academic and Professional Excellence (InTASC #4, 5 & 6) **Score**	Candidate • does not demonstrate problem solving, reasoning, and critical thinking skills to make decisions • does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of the lesson • fails to reflect and critique teaching performance, assess goals, and modify lessons to approve teaching skill and student learning	Candidate • attempts to demonstrate problem solving, reasoning, and critical thinking skills to make decisions • struggles to understand if assessment of a lesson is effective • reflects and critiques teaching performance but only suggest a few ways to improve the lesson.	Candidate • demonstrates problem solving, reasoning, and critical thinking skills to make decisions • makes a generally accurate assessment of a lesson's effectiveness and the extent to which instructional goals were met • suggests some ways a lesson may be improved	Candidate • demonstrates problem solving, reasoning, and critical thinking skills to make appropriate decisions • makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals • reflects and makes appropriate modifications to improve teaching performance

II. The candidate demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life

	Inadequate (1 pt.)	Developing Competence (2 pts.)	Emerging Competence (3 pts.)	Proficient for Beginning Teacher (4 pts.)
Commitment to teaching (InTASC 9 & 10) **Score**	Candidate • does not engage in professional development to enhance knowledge or skill. • does not seek input for growth and is resistant to suggestions for change • does not use technical applications to education	Candidate • participates in some of the provided professional development to enhance knowledge • accepts suggestions but for change and growth, but lacks ability to develop changes • attempts to use technical applications in the classroom	Candidate • participates in the provided professional development to enhance knowledge • accepts suggestions for change and growth, but does not develop alternatives for future lessons • uses some technical applications in the classroom	Candidate • seeks out opportunities for professional development to enhance content knowledge and pedagogical skill • reflects and seeks input for change and growth and considers suggestions for future use • <mark>uses a variety of technical applications to enhance student learning and management</mark>
	Inadequate (1 pt.)	Developing Competence (2 pts.)	Emerging Competence (3 pts.)	Proficient for Beginning Teacher (4 pts.)
Ethical behavior (InTASC #9) **Score**	Candidate • displays unethical behavior	Candidate • displays occasional uncertainty about appropriate relationships, but displays ethical standards most of the time	Candidate • displays occasional uncertainty about appropriate relationships, but displays ethical standards the majority of the time	Candidate • maintains appropriate relationships with students, staff and parents and displays high ethical standards

III. The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives.

	Inadequate (1 pt.)	Developing Competence (2 pts.)	Emerging Competence (3 pts.)	Proficient for Beginning Teacher (4 pts.)
Communi-cation (InTASC #3, 9, & 10) **Score**	• Candidate disregards professional dress, speech and/or others' feelings • demonstrates little or no poise, confidence or enthusiasm • does not accept constructive feedback and/or does not use feedback to improve instruction • depends on others for task completion and is not punctual • ignores or brushes aside students' questions and interests and gives up or blames students for lack of success • fails to provide feedback or provides feedback that is lacking or is of universally poor quality and leaves students confused • does not encourage communication among students and provides little information for	Candidate • dresses professionally sometimes, uses professional language most of the time • demonstrates some uncertainty, and is sometimes indifferent to show enthusiasm and a positive attitude • acts as thought accepting constructive feedback but does not work to improve instruction • completes most tasks and is occasionally punctual • does not accommodate students' questions or interests on a regular basis and appears indifferent for the responsibility and success of all students • provides some feedback but is inconsistent in quality; appears indifferent whether students are confused or not.	Candidate • dresses professionally, uses professional language and is courteous to others • demonstrates some uncertainty, but strives to show enthusiasm and a positive attitude • accepts constructive feedback in order to improve instruction • completes tasks and is usually punctual • accommodates students' questions or interests and accepts responsibility for the success of all students, but has limited recognition of diverse needs • provides feedback that is inconsistent in quality; some elements of high quality are present, but still creates some confusion • uses some adequate tactics to improve appropriate	Candidate • dresses and speaks professionally and is courteous to all • demonstrates confidence and exhibits a positive attitude and shows enthusiasm for tasks • actively seeks feedback and makes necessary changes for improvement of instruction • assumes responsibility for tasks and is punctual • demonstrates leadership skills • <mark>successfully accommodates students' questions and interests and seeks approaches for students who have difficulty learning</mark> • provides feedback to students of consistently high quality in a timely manner • uses effective strategies to improve communication among

		communication among students and inconsistently provides information for other school	students and provides frequent information to other school personnel and parents, as appropriate
other school personnel and families	• Inconsistent with attempts to encourage appropriate communication among students and randomly provides information for other school personnel and families		

IV. The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach.

	Inadequate (1 pt.)	Developing Competence (2 pts.)	Emerging Competence (3 pts.)	Proficient for Beginning Teacher (4 pts.)
Faith (InTASC #2 & 9) **Score**	Candidate • displays little knowledge or concern for the strengths and needs of diverse learners • does not explore new and emerging technologies.	Candidate • understands the needs of diverse learners but but may reflect inconsistencies • models an understanding of technology but is inconsistent with students learning	Candidate • understands and is aware of diverse learners • recognizes new and emerging technologies to promote and support student learning.	Candidate • Evaluates awareness and understanding of the strengths and needs of diverse learners • Explores new and emerging technologies to promote and support student learning

* Ratings are adapted from *Enhancing Professional Practice, A Framework for Teaching* by Charlotte Danielson and University of North Carolina at Wilmington and the University of North Carolina Willington.

Yellow = Technology & Pink = Diversity

Overall Comments:

Performance Level:
The following grades will be assigned by RU:
Distinguished (A) equals an average between 3.60 to 4.00   Performance Level:
Proficient (B) equals an average between 3.00 to 3.59
Basic (C) equals an average between 2.50 to 2.99
Unsatisfactory (D) equals an average between 2.00 to 2.49
Unsatisfactory (F) equals an average below 2.0

Candidate's Signature _____ Date _____

Cooperating Teacher's Signature _____ Date _____

University Supervisor's Signature _____ Date _____

68

Name of Candidate: _____   Date: _____

Name of Rater: _____   Position of Rater: _____

Dispositions
(University Supervisor and Mentor Teacher with Summative Evaluation)

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, and responsibility.

The School of Education is committed to the selection and preparation of future elementary and secondary education teachers who reflect the spirit of the University's mission statement which promotes holistic education of all students and focuses on the intellectual, moral, social and spiritual development of all students.

Directions: **Mark 1, 2, 3, 4 on the line provided for each goal. Include comments if appropriate. Note that these are only suggested indictors; others might also be applicable.**

1	2	3	4
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Candidate does not meet minimal expectations	Candidate meets minimal expectations	Candidate meets expectations	Candidate exceeds expectations

Intellectual– Love of Learning

Goal 1: The candidate possesses the knowledge (in liberal arts, content area, and pedagogy) and pedagogical skills and demonstrates academic and professional excellence to teach all students.

- Appreciate the value of a liberal arts education
- Be passionate about the process of teaching and learning for all students
- Appreciate the value of technology in the learning process
- Understands the expectations of the profession

Rating from scale above: _____
Additional Comments:

Rating from scale above: _____

Additional Comments:

Moral– Integrity

Goal 2: The candidate demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life.
- Demonstrate ethical and moral behavior in the classroom
- Demonstrate a positive attitude towards growth and change
- Models respectful attitudes towards others
- Maintains appropriate boundaries

1	2	3	4
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Candidate does not meet minimal expectations	Candidate meets minimal expectations	Candidate meets expectations	Candidate exceeds expectations

Social– Empathy

Goal 3: The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives.

- Seeks to foster respectful communication among all members of the learning community
- Recognize and respect the diverse needs of all learners
- Appreciate the importance of caring for all students
- Takes responsibility for promoting learners' growth and development

Rating from scale above: _____
Additional Comments:

Spiritual– Reflective in Scholarship

Goal 4: The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach

- Reflects current practices to ensure student learning
- Evaluates awareness and understanding of the strengths and needs of diverse learners
- Demonstrates positive character traits and moral values
- Draws from experiences to create a safe environment for all students

Rating from scale above: _____
Additional Comments:

Rater signature:_____Date:_____

RANDALL UNIVERSITY
School of Education
Level I – Admission
Portfolio Scoring Rubric

Name _____ Major_____ Date_____

N	1	2	3	4
Not Observable	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Unable to assess candidate at this point	Candidate does not meet minimal expectations because document is missing or done incorrectly	Candidate meets minimal expectations by having the required document completed, organized and correct to the extent of 5 or less mistakes OR a minimum grade of "C".	Candidate meets expectations by having the required document completed, organized and correct to the extent of 2 or less mistakes OR a minimum grade of "B".	Candidate exceeds expectations by having the required documents completed, organized and correct with no mistakes OR a minimum grade of "A"

Required document:		N	1	2	3	4	N/A
1. Admission Application	score if present						
2. Transcript	score if present						
3. Foreign Language Competency	score if present						
4. OGET Scores	score if present						
5. Admission Essay	score by grade						
6. Interview Critique	score if present						
7. Criminal Disclosure Statement	score if present						
8. Professional Insurance	score if present						
9. Philosophy of Education	score by grade						
10. Observation Time Log (2)	score if present						
11. Journal Reflections (2)	score if present						
12. Early Field Evaluation Form 1	score by grade						
Total Score _____							

Students are allowed two (2) scores of N to be admitted with provisions to the School of Education Teacher preparation program.   Students must also sign an agreement of a timeline that provisions will be satisfied before they can be fully admitted to School of Education Teacher Program.

Evaluator _____ Date _____

RANDALL UNIVERSITY
School of Education
Level II – TEACH
Portfolio Scoring Rubric

Name _____ Major_____ Date_____

N	1	2	3	4
Not Observable	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Unable to assess candidate at this point	Candidate does not meet minimal expectations because document is missing or done incorrectly	Candidate meets minimal expectations by having the required artifact and reflection with basic answers to reflection questions and 10 or less mistakes/concerns (% from key) OR a minimum grade of "C"	Candidate meets expectations by having the required artifact and reflection with insightful answers to reflection questions and 5 or less mistakes/ concerns (% from key) OR a minimum grade of "B"	Candidate exceeds expectations by having the required artifact and reflection with insightful answers to reflection questions and no mistakes/concerns (% from key) OR a minimum grade of "A"

Required artifacts and reflection		N	1	2	3	4	N/A
1. Standard #1 – Learner Development	% from key						
2. Standard #2 – Learning Differences	% from key						
3. Standard #3 – Learning Environments	% from key						
4. Standard #4 – Content knowledge	% from key						
5. Standard #5 – Application of Content	% from key						
6. Standard #6 – Assessment	% from key						
7. Standard #7 – Planning for Instruction	% from key						
8. Standard #8 – Instructional Strategies	% from key						
9. Standard # 9 – Professional Learning and Ethical Practice	% from key						
10. Standard #10 – Leadership and Collaboration	% from key						
11. OSAT	score if present						
12. Observation Time Logs Methods (8)	score if present						
13. Early Field Evaluation Form 2 – Educational Psychology	% from key						
14. Early Field Evaluation Form 2 - Classroom Management	% from key						
15. Thematic Unit Assessment for field of study	score by grade						

No scores of N are allowed for student to be recommended for Clinical Practice.

Evaluator _____ Date _____

(KEY)
The following grades will be assigned by RU:
Distinguished (A) equals an average between 3.60 to 4.00
Proficient (B) equals an average between 3.00 to 3.59   **Proficient grade is required**
Basic (C) equals an average between 2.50 to 2.99   **on Portfolio II for Candidate**
Unsatisfactory (D) equals an average between 2.00 to 2.49   **to participate in Clinical Practice**
Unsatisfactory (F) equals an average below 2.0

RANDALL UNIVERSITY
School of Education
Level III - EQUIP
Portfolio Scoring Rubric

Name _____ Major_____ Date_____

N	1	2	3	4
Not Observable	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Unable to assess candidate at this point	Candidate does not meet minimal expectations because document is missing or done incorrectly	Candidate meets minimal expectations by having the required artifact (and when applicable) with rubric and a minimum grade of "C".	Candidate meets expectations by having the required artifact (and when applicable) with rubric and a minimum grade of "B".	Candidate exceeds expectations by having the required artifact (and when applicable) with rubric and a minimum grade of "A"

Required artifacts and reflection	N	1	2	3	4
1. Application to Clinical Practice					
2. OPTE Score Report					
3. Final ISD Project					
4. Teacher Work Sample					
5. Revised Philosophy of Education					
6. Clinical Practice Formative Evaluation Form 1 – Cooperating Teacher					
7. Clinical Practice Formative Evaluation Form 2 – University Supervisor					
8. Clinical Practice Summative Evaluation Form – Cooperating Teacher and University Supervisor					

Evaluator _____ Date _____

RANDALL UNIVERSITY
School of Education
Level IV - SERVE
Portfolio Scoring Rubric

Name _____ Major_____ Date_____

N	1	2	3	4
Not Observable	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
Unable to assess candidate at this point	Candidate does not meet minimal expectations because document is missing or done incorrectly	Candidate meets minimal expectations by having the required document completed, organized and correct to the extent of 5 or less mistakes or concerns	Candidate meets expectations by having the required document completed, organized and correct to the extent of 2 or less mistakes or concerns	Candidate exceeds expectations by having the required documents completed, organized and correct with no mistakes or concerns

Required document:	N	1	2	3	4	N/A
1. Resume with Cover Letter						
2. Professional Membership						
3. Professional Development Plan						
4. Final Leadership Project						
5. Professional Development Documentation						

Evaluator _____ Date _____

REFLECTION/RATIONALE STATEMENT FOR INTASC STANDARDS

Guidelines for Reflections

As you prepare your InTASC reflections, consider the following steps and questions of this template. Reflection carries with it the connotation of deep thinking, which is more than description. It requires you to analyze, synthesize and evaluate for the purpose of future intentional application.

The first step is to list the standard and describe what you know – what you can see and hear, or what a person tells you. Ask yourself questions such as the following if you are trying to describe your artifact: What is going on? When did it occur? Who was involved? Where am I? What is the perspective from which I am observing? How does my perspective impact what I see, hear and know? The relationship to the conceptual framework and reflection/rationale should be specific with evidence and examples.

Student Name
Standard #   (List Standard)
Describe Artifact
      Name of Artifact:
      Overview of Artifact:

      Course completed:

      Date artifact was completed:

Relationship to Conceptual Framework:
In paragraph form, reflect upon Randall University's School of Education's mission of holistic education. How does this artifact relate? Did you see anything that fit the goals of the School of Education? Did you or someone else: *(specific examples with insightful evidence)*

- 1) display a love of learning
- 2) practice personal and professional integrity
- 3) demonstrate care and acceptance for all students
- 4) have a reflective attitude with a scholarship minded approach

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain: *(specific examples with insightful evidence)*

- How does this artifact demonstrate your understanding of the standard? Explain.
- What have I learned from this? How could the experience be improved?
- How might this change my future thinking, behaving, and interactions?
- What questions remain about the experience?
- Next time a situation like this presents itself, what do I want to remember to think about? How do I want to behave? What will I do differently?
- How will this artifact help you be an effective teacher as it relates to this standard?
- How would this artifact be used to impact student learning?

Reflection/Rationale Rubric for InTASC Standards

Student Name: Date:

Course: Assessor:

	Exceeds Expectations (4 pts)	Meets Expectations (3 pts)	Needs improvement (2 pts)	Unacceptable (1 pt.)
Standard number, Artifact description, and Date of Completion	Candidate wrote out complete descriptions of all three (3) required assignments: 1) InTASC Standard including number 2) Name of Artifact 3) Date of completion of artifact. Information is without any error.	Candidate wrote out complete descriptions of two (2) required assignments: 1) InTASC Standard including number 2) Name of Artifact 3) Date of completion of artifact. Information contains 5 or less errors.	Candidate wrote out complete description of one (1) required assignments: 1) InTASC Standard including number 2) Name of Artifact 3) Date of completion of artifact. Information contains 10 or less errors	Candidate did not specify any of the descriptions of the required assignments: 1) InTASC Standard including number 2) Name of Artifact 3) Date of completion of artifact.
Relationship to Conceptual Framework	Candidate's reflection includes an insightful connection to 3-4 goals of the Conceptual Framework.	Candidate's reflection includes an effective connection and/or to 2 goals of the Conceptual Framework.	Candidate's reflection includes a vague connection and/or to 1 goal of the Conceptual Framework.	Candidate's reflection is minimal and/or does not address the goals of the Conceptual Framework
Reflection	Candidate's reflection includes all six (6) reflection prompts in narrative form. Reflections are insightful answers to explanation of prompt questions with no mistakes/concerns	Candidate's reflection includes four (4) – five (5) of the reflection prompts in narrative form. AND/OR Reflections are effective answers to prompt questions with 5 or less mistakes/concerns	Candidate's reflections includes two (2) – three (3) of the reflection prompts in narrative form. AND/OR reflection with basic or vauge answers to prompt questions with 10 or less mistakes/concerns	Candidate does not meet minimal expectations because document is missing or done incorrectly

Signature of assessor: _____   score _____/12

Randall University School of Education
Survey for the Teacher Education Program
(This form is completed during Clinical Practice Seminar on-line)

GENERAL REQUIREMENTS	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Information on procedures for gaining admittance to the Teacher Education Program was well disseminated.	1	2	3	4
2. Preparation of the necessary paperwork (Application for Admission to the Program) was clear and easy to follow.	1	2	3	4
3. My academic advisor kept me well informed regarding the necessary steps for gaining admission to the Teacher Education Program.	1	2	3	4
4. The Teacher Education Committee dealt fairly with my application for admission to the Teacher Education Program.	1	2	3	4
5. I was adequately informed regarding dates for testing for admission to the Teacher Education Program.	1	2	3	4
6. The university kept me aware of those requirements necessary to continue in the Teacher Education Program once I was admitted.	1	2	3	4
7. Consideration was given to my needs when the clinical practice assignment was made.	1	2	3	4
8. Supervision by members of the teacher education staff was a positive factor in my clinical practice.	1	2	3	4
9. My cooperating teacher and the school staff where I did my clinical practice were supportive of my efforts to become a teacher.	1	2	3	4
10. A concerted effort was made to make me aware of professional organizations available in my discipline.	1	2	3	4
CURRICULUM AND INSTRUCTION	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I received an adequate background on the development of public education in the United States. (InTASC #4)	1	2	3	4
2. The education courses presented an adequate background of philosophical positions regarding American education system. (InTASC #4)	1	2	3	4
3. I was presented a wide background on various theories of learning and teaching. (InTASC #1)	1	2	3	4
4. Concerted effort was made to demonstrate how learning theories could be applied to the classroom setting. (InTASC #8)	1	2	3	4
5. There was a thorough coverage of human development from infancy through adulthood. (InTASC #1)	1	2	3	4
6. The program provided adequate information and techniques for working with learners from multicultural backgrounds. (InTASC #2)	1	2	3	4
7. A knowledge of laws and court cases as applied to the educational setting was adequately presented. (InTASc #4)	1	2	3	4
8. In my Teacher Education Program I was made aware of drug and drug abuse issues in the school setting. (InTASC #1, 2, & 4)	1	2	3	4

9. The issues of equity and diversity were given ample attention. (InTASC # 2)	1	2	3	4
10. I was given adequate instruction and practice on the elements of lesson planning. (InTASC #7)	1	2	3	4
11. Adequate attention was given to obtaining and utilizing standard for lesson preparation. (InTASC # 6)	1	2	3	4
12. The coursework provided an adequate understanding of the role of assessment in the educational process. (InTASC #6)	1	2	3	4
13. How to motivate and engage learners was an important factor in the Teacher Education Program. (InTASC#1 & 8)	1	2	3	4
14. I received sufficient instruction on methods for teaching students with special needs. (InTASC #2)	1	2	3	4
15. I received adequate preparation in classroom organization and management. (InTASC #3)	1	2	3	4
16. How to work with individual differences received important emphasis throughout my teacher preparation program. (InTASC #2)	1	2	3	4
I received adequate instruction on how to integrate technology into instruction	1	2	3	4
EARLY FIELD EXPERIENCE	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I believe there were adequate opportunities for early field experience prior to clinical practice. (InTASC #3, 5, 7, & 8)	1	2	3	4
2. My early field experiences assisted me in understanding the requirements in the K-12 classroom. (InTASC #3)	1	2	3	4
3. The opportunity for early field experience was a positive factor in my preparation to teach. (InTASC #3)	1	2	3	4
OTHER	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Video-taped microteaching was helpful in preparing me for clinical practice. (InTASC #9)	1	2	3	4
2. I believe that my total preparation for teaching provided an adequate balance between content and instructional strategies. (InTASC #4, 5, & 8)	1	2	3	4
3. I believe that instructors in subjects other than teacher education played an adequate role in my preparation for teaching. (InTASC #4)	1	2	3	4
4. The entire instructional staff of the university was supportive of my efforts to become a teacher. (InTASC #10)	1	2	3	4
5. The teacher education staff did all I could reasonably expect to assist me in becoming a teacher. (InTASC #10)	1	2	3	4

Comments

Thank you for helping us improve the Teacher Education Program!

Randall University School of Education
University Supervisor Evaluation
(Clinical Practice Candidates' Perceptions)

Student ID number:	**Semester:**

Education Level: ○ Elementary ○ Secondary ○

INSTRUCTIONS: Please rate your university supervisor in the qualities shown below. Indicate the extent to which you agree or disagree with each statement by clicking the button that best represents your agreement with the statement.

Strongly Agree   Agree   Disagree   Strongly Disagree

---

1. Your University Supervisor has been available to you for observation and/or discussions as often as you needed.
    ○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree

2. Your University Supervisor provided you with sufficient feedback to facilitate your clinical practice experience.
    ○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree

3. The feedback was of a high quality
    ○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree

4. You could communicate honestly and openly with your University Supervisor (i.e., share your problems and concerns).
    ○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree

5. The expectations of your University Supervisor were reasonable.
    ○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree

6. Your University Supervisor made it clear to you what his/her expectations were with regard to clinical practice.
    ○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree

7. Your University Supervisor encouraged you to express new ideas and to try out different teaching strategies
    (i.e., to expand your perspective).
    ○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree

Randall University School of Education
Survey for First Year Teachers

Candidate	Grade/Subject Taught	Date

School	Semester/Year	Observation #

Signature of Mentor Teacher	Signature of Candidate

Randall University Conceptual Framework: *Teaching the whole student. Equipping the student through practical experience. Serving all students with the love and character of Christ. Randall University (RU) prepares teachers that*: 1) display a love of learning, 2) practice personal and professional integrity, 3) demonstrate care and acceptance for all students and 4) have a reflective attitude with a scholarship minded approach.

Performance Ratings:

N	1	2	3	4
Not evident	**Inadequate**	**Developing**	**Emerging competence**	**Proficient for beginning teacher**
Candidate has not performed in this category, or is not applicable.	Candidate's performance reflects unsatisfactory understanding, skills and/or attitudes.	Candidates possess basic knowledge and capabilities.	Candidate demonstrates a pattern of improvement.	Candidate demonstrates consistent, competent, initial level performance.

*Ratings are adapted from the University of North Carolina Willington

Goal 1: The candidate possesses the knowledge (in liberal arts, content area, and pedagogy) and pedagogical skills and demonstrates academic and professional excellence to teach all students.					
KNOWLEDGE: (InTASC Standards #1, 2, 4, & 5)	**N**	**1**	**2**	**3**	**4**
demonstrates knowledge, understanding, and application of material related to the content area					
demonstrates knowledge and use of research based best practices and strategies					
demonstrates knowledge of students' background, abilities, achievements and needs					
PLANNING/ORGANIZATION SKILLS: (InTASC Standards # 2, 5, 6, 7, & 8)	**N**	**1**	**2**	**3**	**4**
develops detailed lesson plans with standard based objectives and strategies					
develops an appropriate sequence of instruction					
demonstrates skills to integrate other content areas					
plans for the use of technology to enhance instruction					
uses effective assessment strategies for all students					
uses strategies for re-teaching					
INSTRUCTIONAL SKILLS: (InTASC Standard #8)	**N**	**1**	**2**	**3**	**4**
gives clear and complete directions					
displays a flexibility in instructional strategies, adjusting the lesson as needed					
demonstrates a higher level of questioning strategies					
paces instruction appropriately					
monitors student work and progress					
demonstrates skills in using technology for instruction that benefits all students					
elicits standard English from students					

	N	1	2	3	4
anticipates and corrects student's errors					
engages students in active learning					
CLASSROOM MANAGEMENT SKILLS: (InTASC Standard #3)	N	1	2	3	**4**
develops, explains and monitors standards for student conduct					
controls the classroom, and bases control on student behavior					
maintains a focus on productive learning by correcting off-task behavior					
balances individual needs with group needs					
uses time effectively and efficiently					
organizes the classroom physical setting to be a safe and effective learning environment					
demonstrates the use of technology in management and communication					
ACADEMIC AND PROFESSIONAL EXCELLENCE: (InTASC Standard #4 & 5)	N	1	2	3	**4**
demonstrates problem solving, reasoning and critical thinking skills to make decisions					
demonstrates reflection skills in developing and evaluating classroom practices and lessons					
Goal 2: The candidate is demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life. (InTASC Standards # 8, 9, & 10)	N	1	2	3	4
demonstrates ethical and moral behavior in the classroom					
demonstrates a continuing professional interest in education					
acquire knowledge of and advocate for educational issues					
demonstrates a proficiency in technological applications to education					
Goal 3: The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives. (InTASC Standards # 2, 3, & 10)	N	1	2	3	4
demonstrate effective communication and interpersonal skills					
build cooperative relationships among all students for an effective learning environment					
participate in community activities and service					
advocate and provide support for all students					
develop a teaching style and professional relationships that enhance personal well-being					
Goal 4: The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach. (InTASC Standards # 2 & 9)	N	1	2	3	4
Reflects current practices to ensure student learning					
Evaluates awareness and understanding of the strengths and needs of diverse learners					
Demonstrates positive character traits and moral values					
Draws from experiences to create a safe environment for all students					

Additional Comments:

Thank you for completing this form. Your input is very valuable to the Teacher Education Program.
Please send your completed form in the enclosed envelope provided with this Survey form.

Randall University School of Education
Survey for Principals of First Year Teachers

_____ | _____ | _____
Candidate | Grade/Subject Taught | Date

_____ | _____ | _____
School | Semester/Year | Observation #

_____ | _____
Signature of Principal | Signature of Candidate

<u>Randall University Conceptual Framework:</u> _Teaching the whole student. Equipping the student through practical experience. Serving all students with the love and character of Christ. Randall University (RU) prepares teachers that_: 1) display a love of learning, 2) practice personal and professional integrity, 3) demonstrate care and acceptance for all students and 4) have a reflective attitude with a scholarship minded approach.

Performance Ratings:

N	1	2	3	4
Not evident	**Inadequate**	**Developing**	**Emerging competence**	**Proficient for beginning teacher**
Candidate has not performed in this category, or is not applicable.	Candidate's performance reflects unsatisfactory understanding, skills and/or attitudes.	Candidate possesses basic knowledge and capabilities	Candidate demonstrates a pattern of improvement with effective knowledge and capabilities	Candidate demonstrates consistent, competent, initial level performance.

*Ratings are adapted from the University of North Carolina Willington

Goal 1: The candidate possesses the knowledge (in liberal arts, content area, and pedagogy) and pedagogical skills and demonstrates academic and professional excellence to teach all students.					
KNOWLEDGE: (InTASC Standards #1, 2, 4, & 5)	N	1	2	3	4
demonstrates knowledge, understanding, and application of material related to the content area					
demonstrates knowledge and use of research based best practices and strategies					
demonstrates knowledge of students' background, abilities, achievements and needs					
PLANNING/ORGANIZATION SKILLS: (InTASC Standards # 2, 5, 6, 7, & 8)	N	1	2	3	4
develops detailed lesson plans with standard based objectives and strategies					
develops an appropriate sequence of instruction					
demonstrates skills to integrate other content areas					
plans for the use of technology to enhance instruction					
uses effective assessment strategies for all students					
uses strategies for re-teaching					
INSTRUCTIONAL SKILLS: (InTASC Standard #8)	N	1	2	3	4
gives clear and complete directions					
displays a flexibility in instructional strategies, adjusting the lesson as needed					
demonstrates a higher level of questioning strategies					
paces instruction appropriately					
monitors student work and progress					
demonstrates skills in using technology for instruction that benefits all students					

	N	1	2	3	4
elicits standard English from students					
anticipates and corrects student's errors					
engages students in active learning					
CLASSROOM MANAGEMENT SKILLS: (InTASC Standard #3)	N	1	2	3	4
develops, explains and monitors standards for student conduct					
controls the classroom, and bases control on student behavior					
maintains a focus on productive learning by correcting off-task behavior					
balances individual needs with group needs					
uses time effectively and efficiently					
organizes the classroom physical setting to be a safe and effective learning environment					
demonstrates the use of technology in management and communication					
ACADEMIC AND PROFESSIONAL EXCELLENCE: (InTASC Standard #4 & 5)	N	1	2	3	4
demonstrates problem solving, reasoning and critical thinking skills to make decisions					
demonstrates reflection skills in developing and evaluating classroom practices and lessons					
Goal 2: The candidate demonstrates commitment to the profession of teaching and ethical behavior in both his/her personal and professional life. (InTASC Standards # 8, 9, & 10)	N	1	2	3	4
demonstrates ethical and moral behavior in the classroom					
demonstrates a continuing professional interest in education					
acquire knowledge of and advocate for educational issues					
demonstrates a proficiency in technological applications to education					
Goal 3: The candidate demonstrates the communication skills to create a caring and effective learning environment and is dedicated to the community in which he/she lives. (InTASC Standards # 2, 3, & 10)	N	1	2	3	4
demonstrate effective communication and interpersonal skills					
build cooperative relationships among all students for an effective learning environment					
participate in community activities and service					
advocate and provide support for all students					
develop a teaching style and professional relationships that enhance personal well-being					
Goal 4: The candidate is committed to demonstrating a reflective attitude with a scholarship-minded approach. (InTASC Standards # 2 & 9)	N	1	2	3	4
Reflects current practices to ensure student learning					
Evaluates awareness and understanding of the strengths and needs of diverse learners					
Demonstrates positive character traits and moral values					
Draws from experiences to create a safe environment for all students					

Additional Comments:

Thank you for completing this form. Your input is very valuable to the Teacher Education Program.
Please send your completed form in the enclosed envelope provided with this Survey form.

Assessment & Scoring

Each phase in the program represents a transition point for teacher candidates.

For admission to the School of Education, students must attain 80% of the total (200) points possible and meet all entrance requirements. Admission documents which carry point values are as follows:

- Disposition and Academic Recommendation Forms   (40 pts)
- Essay   (40 pts)
- Interview   (40 pts)
- Completion of grade, exam & portfolio requirements   (80 pts)

    o Grade (16), exam (16), Portfolio (48)

There are multiple graders for recommendations, essay and interview. An average is taken to find the final points awarded to each applicant.

Each performance assessment has a corresponding rubric which has been designed to use in grading the assessment. Multiple graders are used for all key assessments. Scoring for performance assessments is as follows:

Teacher Candidates must score at least 80% on performance assessments with the exception of Field Experience Journals which is one of the first assessments given. For Field Experience Journals, Teacher Candidates must score at least 7 out of 12 for Level I Field Experience, at least 8 out of 12 for Level II Field Experience, and at least 9 out of 12 for Level III Field Experience. In addition, teacher candidates cannot have any ratings of "unacceptable". If they do not attain the required score, they will be given feedback and an opportunity to correct their work in order to achieve the necessary score. Performance assessments which require multiple graders include:

- Field Experience Journals - graded by course instructor and School of Education Chair
- Portfolio Level I & Level II Reflections – graded by Selection Committee
- Final ISD Project – graded by EDUC 3423 & EDUC 3412 instructors
- Teacher Work Sample – graded by University Supervisor and EDUC/EDEL 4622 instructor

An evaluation form is used for field experience and clinical practice. The evaluation form contains a rubric. Scoring for these forms are as follows:

- Teacher candidates must average a score of level 3 for Early Field Experience – graded by cooperating teachers
- Teacher candidates must attain the "emerging" level for their Summative Clinical Practice – graded by University Supervisor and Mentor Teacher

Survey data is also collected and informs the unit of improvements which need to be made on an on-going basis. Surveys include:

- Exit Survey completed by each graduate in Clinical Practice Survey
- First Year Surveys completed by graduates and their principals in the first year

Randall University School of Education
Student's Complaint Form

Procedure to file a complaint:
- **Complete steps 1-3 and return form to the School of Education office.**
- **Step 4 is to be completed by the Chair of the School of Education.**
  In order to resolve your problem you must provide your name.

1. Person Bringing Complaint

     Name: ***required**   Date:
     Current Email Address: ***required**   Telephone Number:

2. Type of Complaint

      Academic:
      Personnel:
      Procedural:

3. Statement of Facts:

     Please explain your complaint fully and provide a detailed description of the facts.
     Attach documentation if necessary.

_____

4. Action to resolve Complaint

How Resolved:

Signature: Date:

IMPORTANT WEBSITES FOR CERTIFICATION
OEQA
http://www.oeqa.ok.gov

Oklahoma State Department of Education
http://www.sde.ok.gov

Websites for Oklahoma Job Opportunities
Specific teaching jobs are most often found on a district's website.

Teachers-Teachers.com also allows graduates to search for teaching positions within the state of Oklahoma. Job seekers can post resumes to be viewed by school districts and can search posted job vacancies. Get started by registering at www.teachers-teachers.com.

The Oklahoma Employment Security Commission also posts jobs at
http://www.ok.gov/oesc_web/.