

**Cameron
University
Educator Preparation**



**Undergraduate
Handbook**

2022-2023

Contacts

Director of Educator Preparation

Christopher Keller, Ph.D.
580-581-2858
ckeller@cameron.edu
Nance Boyer 1056

Teacher Certification Specialist

Tiffany Hamilton
580-581-2319
thamilton@cameron.edu
Nance-Boyer 1055

Academic Advisement Specialist – RSU

Jayne McLoughlin, B.A.
918-343-7971
jmclough@cameron.edu
Prep Hall 204

Field Experience Specialist

Jackie Herbert, M.S.B.S.
580-581-2305
jherbert@cameron.edu
Nance-Boyer 1078

Dean, School of Graduate and Professional Studies Interim Dean, School of Arts and Sciences

Jennifer Dennis, Ph.D.
580-581-2339
jdennis@cameron.edu
Ross Hall 117

Chair, Department of Education

Stacie Garrett, Ed.D.
580-581-2320
sgarrett@cameron.edu
Nance-Boyer 1078

Chair, Department of Communication, English & Foreign Languages

Von Underwood, Ph.D.
580-581-2259
vonh@cameron.edu
Nance-Boyer 2025

Chair, Department of Art, Music & Theatre Arts

Kirsten Underwood, Ph.D.
580-581-2480
kirstenh@cameron.edu
Music Building 105

Chair, Department of Social Sciences

Lance Janda, Ph.D.
580-581-2517
lancej@cameron.edu
Conwill Hall 100A

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Content subject to change in order to reflect changes in the Educator Preparation program.

Cameron University's Educator Preparation Program

Cameron offers educator preparation programs accredited by the Office of Educational Quality and Accountability (formerly the Oklahoma Commission for Teacher Preparation) and the Council for the Accreditation of Educator Preparation (CAEP).

Cameron offers education degrees at the early childhood, elementary, and secondary levels. Secondary education programs are offered in English and social studies. Elementary/secondary programs are offered in music. Additional coursework can also be taken to “add on” special education to an early childhood or elementary major.

Unit Mission

We believe that competent, caring, and committed educators are successful in their careers.

Educators who are competent use pedagogical and content knowledge to support learning for all, provide instruction based on standards and student needs, and use assessment and strategies for active engagement so that all can learn.

Educators who are caring are responsive to individual needs and create learning environments that promote positive social interactions and motivation.

Educators who are committed collaborate with others by using effective communication skills while being reflective decision makers and lifelong learners who are willing to change in order to continuously improve.

We believe that all of these qualities are fostered through standards-based coursework with coordinated field experiences.

Conceptual Framework

Educator Preparation at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students.



An educator who is COMPETENT displays the following dispositions:

- Reflectiveness
- Willingness to learn

An educator who is CARING displays the following dispositions:

- Advocating for the learning of all children
- Empathy
- Open-mindedness

An educator who is COMMITTED displays the following dispositions:

- Positive attitude
- Integrity
- Dedication
- Confidence

Core Beliefs

Cameron University's education programs are built upon the following core beliefs:

1. An effective educator uses knowledge of *human development* and *learning*, combined with knowledge of *pedagogy* and *content*, to best support learning for all students.
2. An effective educator uses *formal and informal assessment* to evaluate student learning and modifies instruction as needed so that all students can learn.
3. An effective educator engages students in *critical thinking* and *problem solving*.
4. An effective educator plans instruction based on *student needs, curriculum goals and standards, and community needs* and *in response to diversity*.
5. An effective educator creates classroom environments that promote *fairness, positive social interactions, active learning, and motivation* so that students will have a high level of engagement.
6. An effective educator is skilled in *verbal, nonverbal, and written* communication in order to clearly communicate with *students, families, colleagues, and the community*.
7. An effective educator is able to *think critically and solve problems* and *uses technology* to enhance instruction.
8. An effective educator is a *reflective, life-long learner* who *seeks out professional development* resources and opportunities, *collaborates* with colleagues, is *willing to change* as needed, and maintains a high level of *professionalism*.

Oklahoma State Teaching Certification

Cameron University will recommend candidates for Oklahoma state certification in all teacher preparation areas after candidates have completed all required coursework/degree requirements along with additional state certification requirements. For details about the state requirements, please consult the Oklahoma State Department of Education. Information about transferring an Oklahoma State Teaching Certificate to another state can be obtained from that state's department of education.

InTASC Model Core Teaching Standards / Oklahoma State Standards for Teacher Licensure

In April 2011, the Interstate Teacher Assessment and Support Consortium (InTASC) adopted new standards. These standards were adopted by the state of Oklahoma in 2013 as the state standards for teacher licensure.

THE LEARNER & LEARNING

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 allow each learner to reach his/her full potential.

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.

CONTENT KNOWLEDGE

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.

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.

INSTRUCTIONAL PRACTICE

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.

PROFESSIONAL RESPONSIBILITY

Standard 9: Professional Learning & 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 & 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.

Oklahoma's Teacher & Leader Effectiveness (TLE) System

Teacher Characteristics

- Organizational and classroom management skills
- Ability to provide effective instruction
- Focus on continuous improvement and professional growth,
- Interpersonal skills
- Leadership skills

Leader Characteristics

- Organizational and school management skills
- Instructional leadership
- Professional growth and responsibility
- Interpersonal skills
- Leadership skills
- Stakeholder perceptions

Evaluation System

The TLE will have a five-tier rating system: Superior, Highly effective, Effective, Needs improvement, and Ineffective. The State of Oklahoma has approved three different frameworks for evaluation of teachers, but most area districts have adopted the Tulsa TLE Observation and Evaluation System.

Scores are based on qualitative data (e.g. Evidence-based; observable, measurable characteristics correlated to student performance) and, if a district opts, quantitative measures (e.g. student growth).

For those hired during or after 2017-2018, a probationary teacher becomes a career teacher after completing four or more consecutive years in one school district and has averaged an evaluation rating of at least "effective" for the four-year period and has received a rating of "effective" for the last two years for the four-year period.

All probationary teachers receive formative feedback at least two times per school year.

Individualized Program of Professional Development

Develop an annual professional growth goal & plan in conjunction with your evaluator. Resources should be provided by the district and State Department of Education to help meet this goal.

For additional and the most current information on the TLE please visit: <http://ok.gov/sde/tle>.

Specialty Professional Association Standards

Each program must also meet the standards of the corresponding specialty professional association (SPA). Below are links to the standards for each SPA.

Early Childhood Education

National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org/>

Elementary Education

Council for the Accreditation of Educator Preparation (CAEP)

<http://caepnet.org/standards/k-6-elementary-teacher-standards>

English Education

National Council of Teachers of English (NCTE)

<http://www.ncte.org>

Music Education

Oklahoma State Department of Education

<http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Competencies.pdf>

Social Studies Education

National Council for the Social Studies (NCSS)

<http://www.socialstudies.org>

Special Education

Council for Exceptional Children

<https://www.cec.sped.org/>

Educator Preparation Council

The Educator Preparation Council, which includes representatives from all education programs spanning several university departments, serves in an advisory capacity to the Director of Educator Preparation. The council is vital to the governance of Cameron's program and meets monthly during the school year.

The council does the following:

- reviews educator preparation regulations and proposed changes;
- reviews all approved educator preparation programs;
- makes recommendations regarding the professional education sequence; and
- makes recommendations regarding the selection, admission, and retention of educator preparation candidates.

Department of Education Honors Program

(for candidates majoring in early childhood or elementary education)

Admissions Requirements

Minimum cumulative GPA of 3.5 and 60 hours of UG credit

Eligible students will be invited to an information session about the Honors Program in the CU Department of Education. Interested students can apply for admission to the program by completing a brief application. Once admitted, the student will be assigned a faculty mentor to assist the student in completing all required honors experiences.

Student Learning Outcomes

- Integrate knowledge from diverse perspectives and disciplines (applied and theoretical) in strategies and dialogue.
- Make substantial community contributions through service learning activities
- Engage in advocacy efforts
- Apply discipline-specific (and cross-discipline) based knowledge to design, execute and report on specific research/action research, to include curriculum development.

Required Honors Experiences

- Independent Study with faculty member(s) to study diverse educational foundations, philosophies, perspectives and disciplines through assigned readings and reports
- Select and complete 60 hours of service learning (within the scope of education/children/families).
- Identify, participate and report on an advocacy project
- Design, implement, publish and present on a research/action research project of student's choice with support of faculty.

Educator Preparation (additional costs*)

	SEM 1	SEM 2	SEM 3	SEM 4	SEM 5	SEM 6	SEM 7	SEM 8
Chalk & Wire initial account \$69.45 (1 yr) \$122.25 (2 yr) \$137.50 (3 yr)		● — ●						
Background checks \$39.00 initial / \$17.00 recheck		● — ●				● — ●		
Chalk & Wire renewal if needed \$69.45 (one year) (AVAILABLE FROM CU BOOKSTORE)			● — ●		● — ●		● — ●	
OGET \$90.00 (+\$30.00 annual fee)			● — ●					
OSAT \$105.00 (+\$30.00 annual fee)						● — ●		
PPAT \$300.00								● — ●
Fingerprints for licensure \$57.25								● — ●
Certification \$50.00 (waivers available)								● — ●

*amounts as of June 2020

Education Portfolio AKA Chalk & Wire

The institution requires all initial and advanced certification candidates to develop a portfolio which documents the candidate's accomplishments, learning, and strengths related to the standards and outcomes established by the Office of Educational Quality and Accountability, the Oklahoma State Regents for Higher Education, the Oklahoma State Department of Education, and the institution. For purposes related to institutional accreditation, the portfolio presents evidence that the institution is providing initial, on-going, and focused opportunities leading to student achievement of standards and outcomes determined by the aforementioned groups.

The educator preparation unit and programs:

1. Require the portfolio development process to begin no later than initial enrollment into the professional education course work;
2. Have a written philosophy related to portfolio development and assessment which is consistent with the institution's and unit's mission and conceptual framework(s);
3. Have written policies, criteria, and institutional rubrics related to the portfolio assessment(s) of individuals enrolled in initial and advanced certification programs.

Consequently, it is the policy of Cameron University that all teacher candidates, including students transferring from other institutions, shall submit required artifacts for all courses which are assessed as meeting appropriate program standards on the schedule specified in the Undergraduate Transition Points requirements.

Undergraduate Education Portfolio Philosophy

Faculty define a portfolio as a collection of documented, credible and tangible artifacts that chronicle the accomplishments of teacher candidates throughout their preparation. The portfolio illustrates the diverse range of experience and learning opportunities provided to candidates throughout their programs. The portfolio documents candidates' growth toward meeting the ten (10) InTASC Model Core Teaching Standards/OK State Standards for Teacher Licensure as well as Specialized Professional Association (SPA) standards. The portfolio development process allows teacher candidates to produce evidence of their growth as they critically reflect on their own learning as well as that of the students they will teach.

Creation of the portfolio in web-based format gives candidates the flexibility to develop and include multi-dimensional artifacts. Transition points established for candidate portfolio review and assessment give candidates feedback on their progress in becoming competent, caring, and committed educators. The pre-service portfolio serves as documentation of authentic faculty assessment and a tool for program improvement.

The portfolio is built around the InTASC Model Core Teaching Standards/OK State Standards for Teacher Licensure, the philosophy of Cameron University's education unit, and the Conceptual Framework adopted by the unit.

At Cameron University, you will hear faculty and staff talk about the Chalk & Wire portfolio or the Chalk & Wire assignments required for a class.

Overview of the Undergraduate Portfolio Requirement

All educator preparation candidates must have a completed and satisfactorily assessed electronic portfolio in order to achieve a successful academic experience at Cameron University's Department of Education. The documents you upload to your portfolio reflect your growth and professional development through the conduct of your academic program. Documents you submit to the portfolio represent completed course assignments from your program of studies, evidence of your field classroom experiences, and other aspects of your preparation program.

You will be using electronic, online software through which to process and store your documents (artifacts) and in which a record of artifact assessment is recorded. Taken together, the work recorded in your portfolio represents evidence of your understanding and practical application of the content knowledge, skills, and dispositions embraced within your preparation program.

In addition to making the results of your portfolio available to university instructors and colleagues, you may be asked to submit your portfolio to program accrediting agencies. Your web-based portfolio will be archived by the Cameron Department of Education. You are the owner of your portfolio contents. No staff or faculty persons are authorized to modify the documents you have prepared and submitted to your electronic portfolio.

Portfolio Management Software – Anthology

The Department of Education has elected to use the services and resources of Anthology Portfolio to deliver an electronic portfolio management system to faculty and teacher candidates.

Undergraduate Portfolio Policies & Procedures

- All candidates admitted to the Educator Preparation Program at Cameron University are required to develop an electronic portfolio using the Anthology portfolio system known at Cameron as Chalk & Wire.
 - The portfolio will be built within the framework of the Anthology software. 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 portfolio appropriately.
 - The portfolio development process begins in EDUC 3003, Introduction to Teaching, or when a transfer student applies for admission to the Educator Preparation Program and ends with student teaching.
- A code to access the Anthology software that powers CU's Chalk & Wire portfolio must be purchased from the Cameron University Bookstore as a one-, two-, or three-year subscription. The portfolio must be active for each semester of education program coursework. Portfolio renewal codes are only available from the bookstore. **Because the bookstore is open limited hours, it is strongly recommended that you login and check your expiration date at the beginning of each semester to insure that your portfolio remains active for all assignment due dates.**
- The portfolio includes documentation that candidates meet the InTASC Model Core Teaching Standards/OK State Standards for Teacher Licensure. Additional artifacts may be required for documentation of specific program standards.

- The portfolio is comprised of required artifacts and reflections. Every artifact must be created by the candidate and be accompanied by a reflection.
- 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.
- The courses in the professional education sequence require that specific portfolio artifacts, forms, or standards be included in the portfolio and submitted to the instructor for assessment. Portfolio artifacts, forms, and standards which may be required for a specific course must be submitted to instructors for scoring during the semester in which the course is taken. Instructors may include specific dates for submitting portfolios, portfolio artifacts, forms, and standards in their course syllabus.
- Once an artifact has been entered in the portfolio and assessed by an instructor, the artifact must remain in the portfolio.

Portfolio Frequently Asked Questions

Q. How do I obtain an account for my Chalk & Wire portfolio?

A. You may purchase an initial license or an annual subscription renewal for the Anthology software at the Cameron University Bookstore at any time. One-, two-, and three-year licenses are available.

Q. Where can I learn how to use Chalk & Wire?

A. Student tutorials and other support services are available on Blackboard and within the Anthology software. The login page is: <http://chalkandwire.com/cameron/> as of June 2021.

Q. Can I access my account and portfolio on any computer at any location?

A. Yes. The Anthology software is completely web-based and can be reached from any computer or device. As of June 2021, there is not a smartphone app.

Q. When are the artifacts (documents) I prepare for class assignments required to be uploaded to my portfolio for assessment by my instructors?

A. Your portfolio artifacts will be assessed by your instructors prior to the completion of any course which is part of your program plan of studies.

Q. Is the assessment of my portfolio directly related to the grades I receive in my courses?

A. Not directly. A course cannot be considered complete until the portfolio assessment is made by the instructor. Course grades, on the other hand, are determined by the assignment rubrics and grading protocol found in the course syllabus.

Q. Will I be able to resubmit documents for re-assessment in Chalk & Wire after they have been evaluated by my instructors?

A. Yes—in the case of a score that is not passing; No—in the case of a simply wanting a higher score. If a student does not receive an overall passing score of 3 on the artifact rubric and/or the reflection rubric, the artifact/reflection must be resubmitted and rescored until it does receive an overall passing score of 3 on the appropriate rubric (unless otherwise specified on the course syllabus). This should be done during the

semester the course is taken or as agreed upon by instructor and student. Artifacts or reflections that have already received a passing score will not be re-scored.

Q. Can I include additional artifacts in my portfolio besides those that are required?

A. Yes, you may add artifacts to your portfolio at any time.

Q. Will my instructors or other university staff members have access to, or modify the contents of my portfolio?

A. No. You are the owner of your portfolio. No one--other than the system administrator, and then only for managing technical issues--will have access to, or modify, the files you upload to your electronic portfolio.

Q. I'm a transfer student. Do I still have to meet portfolio requirements?

A. Yes, transfer candidates still must complete portfolio assignments including those for courses being transferred from another university. All assignments from courses transferred in will be scored by the curriculum committee.

Q. If I get stuck while working on Chalk Wire, who can I contact?

A. Tiffany Hamilton serves as Cameron's Chalk & Wire help desk. She can help with using the portfolio, but you'll need to get all access codes through the bookstore. You can reach Tiffany by email at thamilton@cameron.edu or by calling the Department of Education office 581-2320. Please allow a reasonable amount of time for her to respond to any questions – and don't wait until the last minute and end up stuck!

Q. If I want to use P-12 student information or images in my class assignment documents, should I obtain parental permission before I include that information in my portfolio artifacts?

A. Yes. While only those officials and colleagues who have a need to know will have access to the artifacts in your portfolio, do not make written references to, or use images of, students involved in your field experiences without first obtaining a release from parents giving you permission to include those names or images in your documents.

Detailed Portfolio Submission Policies

Artifact/Reflection Submission/Resubmission Policy

Students are required to submit a passing portfolio artifact(s) and reflection(s) for education courses in Chalk & Wire. Each artifact and reflection must be assessed by the course professor during the semester that the student is enrolled in the education course. If a student does not receive an overall passing score (typically a score of 3 unless specified otherwise on the course syllabus) on the artifact rubric and/or the reflection rubric, the artifact/reflection must be resubmitted and rescored until it DOES receive an overall passing score on the appropriate rubric. This should be done during the semester the course is taken or as agreed upon by instructor and student.

Required artifacts/reflections for five of the standards must receive passing scores in Chalk & Wire prior to admission to Student Teaching. Required artifacts/reflections for all ten standards must receive passing scores on the Chalk & Wire assignments prior to program completion.

Courses Transferred from other Colleges/Universities

Students transferring education courses from other colleges/universities should be able to meet the Oklahoma State Standards through the portfolio using work completed in the class that is being transferred. *It is not the intent that transfer students will have to complete a new assignment identical to Cameron's, but rather that students will meet the expected level of competence through a previously completed assignment.* The departmental Course Transfer form will indicate if there is a portfolio assignment required. If so, the student will be referred to the chair of the departmental curriculum committee who will assign an instructor to work with the student to identify or create an artifact that will fulfill the Oklahoma State Standard for that course. The student will then submit the artifact and reflection to their transfer portfolio in Chalk & Wire for that instructor to assess.

Failure to Submit Artifacts/Reflections in a Timely Fashion or Failure to Pass the Chalk & Wire Assessment

If a student has failed to submit or pass the required artifact/reflection during the course, he/she will receive the consequence listed in the course syllabus. Submission of required artifacts/reflections *after* course completion may result in delay of the student teaching semester OR delay of graduation. Late artifacts/reflections should be submitted to the Chair of the Curriculum Committee. Allow at least 4 weeks for assessment and notification. Should the late artifact or reflection not pass the Chalk & Wire assessment by the Curriculum Committee, it will need to be resubmitted until it does pass. Failure to receive a passing score may delay the student teaching semester or graduation.

Resubmission of passing artifacts/reflections

Resubmission of passing artifacts/reflections is permitted for inclusion in the student's Chalk & Wire portfolio but *passing* artifacts/reflections will not be scored again by any member of the education faculty for any reason.

Undergraduate Portfolio Assignments

(all coursework required of all majors)

Candidate portfolios will vary based on their plan of study. It is not expected that something be submitted for every part of the table of contents – only on the very rarest of occasion will a candidate have something submitted for each part of the portfolio. Also we are always working to improve our curriculum and assessments, therefore the most current information will be found on course syllabi.

ECE 2163 Health, Safety, and Nutrition

Advocacy Assignment Rubric (174)

ECE 3303 Home, School, and Community Relations

Parent/Community Involvement Activity Rubric (173)

ECE 3154 Methods and Practicum in Early Childhood Education

Professionalism Poster Presentation (367)

ECE 4144 Methods and Practicum in Cognitive Development

Unit Plan Rubric (491)

ECE 4653 Assessment of Young Children

Performance Assessment Rubric (431)

EDUC 3003 Introduction to Teaching

Introduction to Teaching Lesson Plan Rubric (410)

EDUC 3003 Reflection (419)

EDUC 3023 Creative Experiences in Early Childhood & Elementary

Performing & Visual Arts Rubric (313)

EDUC 3533 Intermediate Reading

ELL Reading Strategy File Rubric (342)

EDUC 3673 Media and Technology

Instructional Strategies Website Project Rubric (490)

EDUC 3733 Developmental Psychology

Child Observation Paper and Game Rubric (423)

EDUC 3733 Reflection (413)

EDUC 3753 Educational Psychology

Ethical Practice, Professional Learning & Problem Solving Project Rubric (492)

EDUC 4313 Practicum: Impacts on Learning*

PPAT Task 1 Step 1 (494)

PPAT Task 1 Step 2 (495)

*requires passing score of 2.4 or better (as opposed to the usual 3.0)

EDUC 4423 Language Arts Methods
Language Arts Lesson Plan (438)

EDUC 4443 Social Studies Methods
Unit Plan Rubric (491)

EDUC 4463 Math Methods
Math Inquiry Lesson Plan (443)

EDUC 4483 Science Methods
Science Inquiry Lesson Plan (442)

EDUC 4553 Diagnosis of Reading
Reading Diagnosis Case Summary (286)

EDUC 4653 Classroom Assessment
Performance Assessment Rubric (431)
EDUC 4653 Reflection (418)

EDUC 4935 Clinical Experience in Teaching I
Student Teaching Weekly Reflections Rubric (485)

ENGL 4773 Teaching of English
Unit Plan Rubric (491)

HIST 4773 Methods of Teaching Social Studies
Unit Plan Rubric (491)

MUSC 4712 Elementary Methods
Unit Plan Rubric (491)

SPED 3103 The Exceptional Child
IEP Rubric (424)
SPED 3103 Reflection (414)

SPED 3203 Characteristics of the Exceptional Child
Determining Eligibility/Individualized Education Plan (IEP) with Transition (456)

SPED 3223 Assessment & Evaluation in Special Education
Assessment Portfolio (382)

SPED 3243 Behavior Intervention and Management
Functional Behavioral Analysis and Behavior Intervention Plan (345)

SPED 3263 Foundations of Special Education
Case Study Analysis (346)

SPED 4413 Teaching Students with Disabilities
Lesson Plans (368)

Dispositions

adopted Fall 2016

Caring

1. Advocating for the learning of all children
(Social justice/Doing the right thing/ Servant leadership)
2. Empathy
(Kind/Compassionate/Nurturing/Positive view of others)
3. Open-mindedness
(Growth mindset re: others/Non-judgmental)

Competent

4. Reflectiveness
(Is a reflective decision-maker)
5. Willingness to learn
(Growth mindset re: self/Eagerness to learn/Open to feedback/Lifelong learning/Use of technology)

Committed

6. Positive attitude
(Optimism)
7. Integrity
(Honesty/Consistency of character)
8. Dedication
(Passion/Grit/Goal-orientation)
9. Confidence*
(Self-efficacy)

* undergraduates: to be emphasized through the program but assessed only at end

Cameron University Dispositions Rubric adopted 8/17

	Needs Improvement	Developing	Satisfactory	Target
Advocating for the learning of all children (Social justice/Doing the right thing/ Servant leadership)	Does not understand that being a child advocate is a part of being an educator	Is aware that students need someone to stand up for their interests	Works in the best interest of own students	Makes a concerted effort to challenge negative attitudes or practices to serve all students
Empathy (Kind/Compassionate/ Nurturing/ Positive view of others)	Appears to be unaware of others' behavior	Appears to be aware of others' behavior	Acknowledges that actions may impact others; Treats others with kindness	Considers others' perspectives before taking action; Treats others with compassion
Open-mindedness (Growth mindset re: others/Non-judgmental)	Acts as though everyone should think and act the same	Acknowledges that others may think differently	Accepts beliefs and ideas that are different from own	Meets others where they are and works to help them improve
Reflectiveness (Is a reflective decision-maker)	Does not connect outcomes to own behavior	Reflects on experiences, new knowledge, and actions when prompted	Reflects on experiences, new knowledge, and actions in an independent way	Reflects on experiences, new knowledge, and actions in an independent way; Revises decisions based on reflections
Willingness to learn (Growth mindset re: self/ Eagerness to learn/Open to feedback/ Lifelong learning/Use of technology)	Resists feedback; Avoids activities that push boundaries or comfort levels	Accepts feedback with some reluctance; Accepts that some experiences will push boundaries or comfort levels	Sees value in receiving and eagerly welcomes feedback; Responds positively to experiences that push comfort level	Actively seeks out feedback and continued learning; Seeks out experiences that push comfort level
Positive attitude (Optimism)	Generally displays a pessimistic attitude	Displays a pessimistic attitude more than an optimistic attitude	Generally displays an optimistic attitude	Uses positive attitude in a way to influence others
Integrity (Honesty/ Consistency of character)	Displays dishonesty in interactions with others	Is honest in interactions with others	Displays high standards of honesty, integrity, and confidentiality with others	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality; Takes a leadership role in this area with others
Dedication (Passion/Grit/ Goal-orientation)	Gets frustrated when progress toward goals is slow or goals need to change; Doesn't put effort into tasks and sometimes doesn't complete them	Actively tries to stay on path toward goals; Puts effort into most tasks	Stays on path toward goals and understands that progress is more important than perfection; Puts strong effort into all tasks	Anticipates obstacles on the path toward goals and works to maintain progress; Puts maximum effort into everything related to teaching
Confidence (Self-efficacy)	Lacks the confidence to complete basic tasks at the university and in the field	Takes the path of least resistance	Maintains beliefs and practices in the best interest of own students	Maintains beliefs and practices in the best interest of all students in face of adversity

Policies Related to Dispositions

Admission to Educator Preparation

Candidates must achieve a particular score on dispositional assessments related to admission to Educator Preparation—faculty recommendations and admissions interview.

Should a score of “needs improvement” be received in either Integrity or Willingness to Learn on a recommendation, the Director of Educator Preparation will consult with the recommender to determine why the score was given. The candidate will be denied admission to Educator Preparation with the opportunity to appeal. Should a score of “needs improvement” be given in either Integrity or Willingness to Learn by a majority of interviewers, the candidate will be denied admission to Educator Preparation with the opportunity to appeal.

Should scores of “needs improvement” be given for the same three or more categories (other than Integrity and Willingness to Learn) by a majority of interviewers, the candidate will be denied admission to Educator Preparation with the opportunity to appeal.

Should scores of “needs improvement” be given for the same one or two categories other than Integrity and Willingness to Learn by a majority of interviewers, immediately following the interview the Director of Educator Preparation will facilitate the interview committee in development of a proposed Plan for Success to scaffold the student through their admission. The proposed Plan for Success will be presented to the Educator Preparation Council (EPC) for approval along with the candidate’s other admissions materials. Once approved, the Plan for Success will be overseen by a member of the interview committee or the candidate’s advisor with a progress report delivered to the EPC at or before the end of the next full semester.

Candidates may appeal all admissions decisions in writing to the Director of Educator Preparation using the Educator Preparation Appeal Request Form.

Subsequent Transition Points

Candidates must achieve passing scores on all dispositional assessments that occur throughout the education programs. Should a candidate score below passing, a meeting of the candidate, related faculty member(s), and the chair of the Department of Education will occur to determine a Plan for Success.

Education Program Transition Points

The undergraduate educator preparation programs have four transition points: Admission to Educator Preparation, Admission to Student Teaching, Completion of Student Teaching, and Completion of the Program. All students must meet all criteria at the transition points to continue in the program. In the event that one or more criteria are not met, the student will be offered remediation and the chance to meet the criteria a second time.

Transition Point #1

Admission to Educator Preparation (same for all programs)

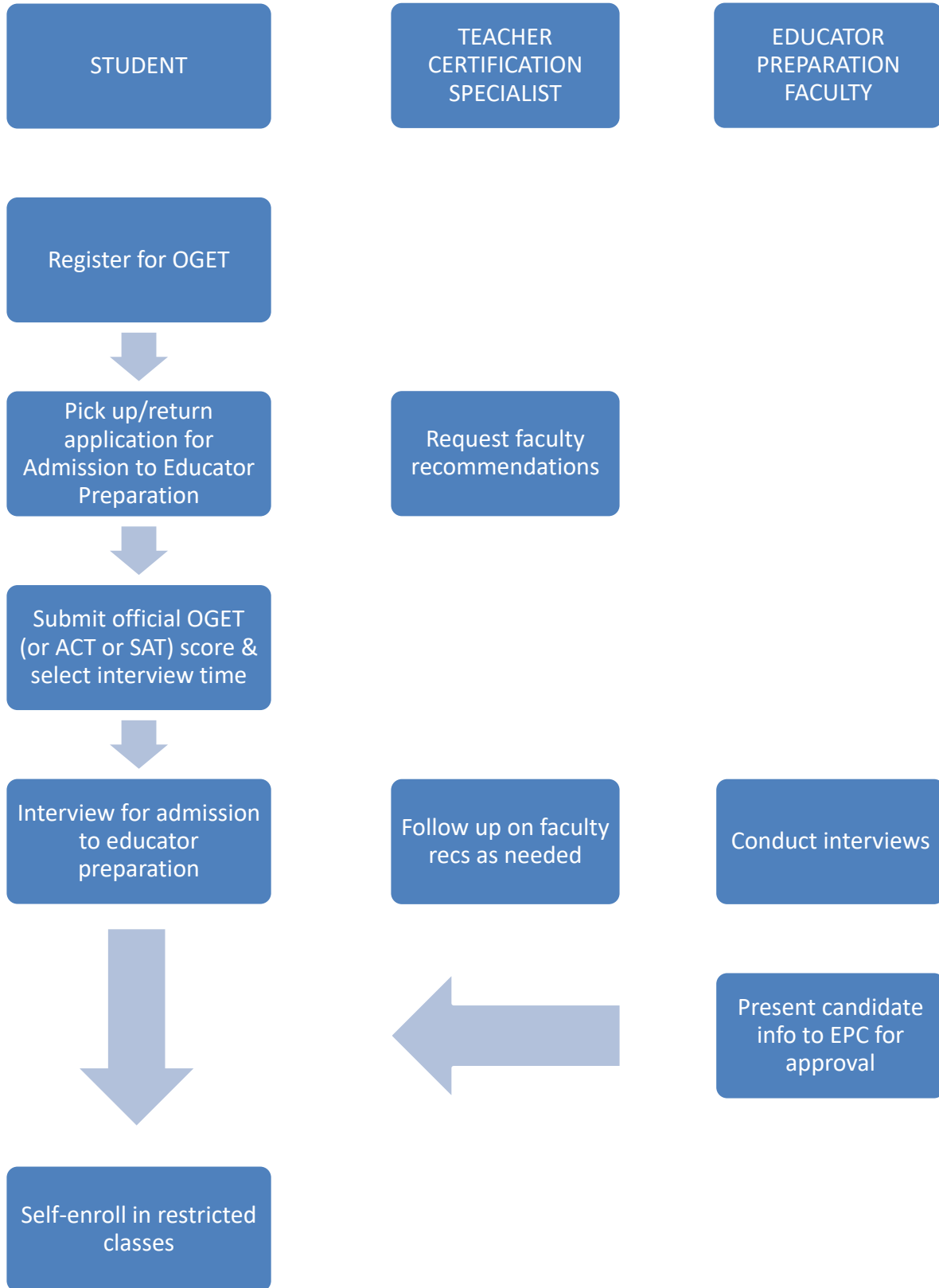
- Minimum retention GPA of 2.5
- Final grade of C or better for ENGL 1113, ENGL 1213, COMM 1113, MATH 1413 or higher, HIST 1483/1493, PS 1113, and two humanities
- Final grade of C or better OR grade check of C or better while concurrently enrolled in EDUC 3003
- Final grade of C or better OR current enrollment in EDUC 3733, Biological or Physical Science
- Final grade of S for EDUC 1800
- Grade Equivalent score of 12.0 or higher on the Nelson Denny
- Passing score on EDUC 3003 lesson plan rubric
- Application for Admittance to Educator Preparation
- Three (3) satisfactory faculty recommendations (2 from general education and 1 from the education dept)
- Satisfactory completion of entry interview
- Demonstration of general education knowledge and skills through one of the following:
 - Possess a Baccalaureate degree from an accredited institution
 - Passing score on the Oklahoma General Education Test (OGET) of 240
 - Passing score on the ACT of 22 or better with the writing section included
 - Passing score on the SAT of 1120 including no less than the following scores on the essay section: five (5) on Reading, four (4) on Analysis, and five (5) on Writing
 - Passing score on PRAXIS I of 150 on Math, 156 on Reading, and 162 on Writing
 - GPA of 3.0 or higher on at least 30 hours of general education courses including those required for Admission to Educator Preparation at Cameron University (see above)*

*while PSY 1113 General Psychology is not a required course for admissions, it is a pre-requisite for EDUC 3733 Developmental Psychology

Transition Points #2-4

	When Transition Point Occurs	Program	Major Assessments
2	Entry to Student Teaching	All initial programs	<ul style="list-style-type: none"> • Passing score on required Oklahoma Subject Area Tests (OSATs) • Satisfactory dispositional assessment from EDUC 4313 Practicum: Impacts on Learning • Passing score on 5 portfolio standards • Satisfactory dispositional assessment from at least one methods course • <i>Additional program requirements listed below</i>
		Early Childhood	<ul style="list-style-type: none"> • C or better in all Early Childhood major coursework • Satisfactory dispositional assessments from EDUC 4463 Mathematics Methods and EDUC 4552 Diagnosis & Remediation of Reading Difficulties • Passing score on Early Childhood portfolio
		Elementary	<ul style="list-style-type: none"> • Satisfactory dispositional assessments from EDUC 4463 Mathematics Methods and EDUC 4552 Diagnosis & Remediation of Reading Difficulties • C or better in all major coursework
		English	<ul style="list-style-type: none"> • C or better in all English Education major and professional education courses • Submission of content portfolio
		Social Studies	<ul style="list-style-type: none"> • C or better in all Social Studies Education major and professional education courses
		Special Education (add on)	<ul style="list-style-type: none"> • Passing score on Oklahoma Reading Test
3	Exit from Student Teaching	All initial programs	<ul style="list-style-type: none"> • Passing scores for final 10 standards • Satisfactory student teaching evaluations • Submission of PPAT Tasks 1-4 to ETS, each of which is 100% complete
4	Program Completion	All initial programs	<ul style="list-style-type: none"> • Completion of Exit Survey • Retention GPA of 2.5 or better • Completion of foreign language proficiency • Completion of all courses required for certification • <i>Additional program requirements listed below</i>
		Early Childhood	<ul style="list-style-type: none"> • C or better in all courses required for certification
		Elementary	<ul style="list-style-type: none"> • C or better in all courses required for certification

ADMISSION TO EDUCATOR PREPARATION



Process for Gaining Admission to Educator Preparation

1. Request and complete an application for admission.

When you register for the OGET, you will want to complete an application for Admission to Educator Preparation. Each application consists of an application form, an autobiographical data sheet, and a recommendation request information form. Application packets are available from Ramona Mott in Lawton or Jayne McLoughlin at RSU.

Select faculty recommenders.

As part of your application, you will be asked to identify and provide email addresses for three faculty members to recommend you for admission to educator preparation – two from general education classes and one from an education class. When submitting your application, please be mindful of the time of year. You should not expect faculty to be available during breaks and other busy times, such as finals week.

2. Sign up for an interview.

Interviews will occur at set times throughout the year corresponding with Cameron enrollment. You may sign up for an interview with Ramona Mott in Lawton or Jayne McLoughlin at RSU.

3. Interview

Complete an interview with a committee of faculty members. You can expect to be asked several questions about your experiences as they relate to your desire to be a teacher. The committee is responsible for recommending you for admission to the program.

4. Receive notice of your acceptance into the Educator Preparation program.

The Educator Preparation Council meets after the interviews to review committee recommendations and candidate information to determine whether or not candidates will be accepted into the Educator Preparation program (conditional on a passing score on a lesson plan). Following their determination, the hold on your enrollment will be lifted so that you may enroll in restricted classes. You will also receive a formal letter acknowledging your acceptance.

rev. 6/21

Admission to Educator Preparation Policies

Students Who Have Been Admitted to Educator Preparation at Another University

Transfer candidates who were admitted to teacher education at another college or university may receive conditional admission to educator preparation at Cameron for one semester. Conditional admission means candidates will be allowed to enroll in restricted courses for one semester. During that time, the following items must be completed:

- passing score on admission interview
- passing scores on three (3) recommendation forms completed by faculty in attendance at the interview
- passing score on the OGET
- GPA of 2.5 or better
- completion of courses required for entry to educator preparation with grade of “C” or better
- passing score on lesson plan and reflection

Transfer candidates will automatically receive a score of “3” for the Nelson Denny test based on the premise that a passing score on the OGET indicates at least an average score on the Nelson Denny.

Students Who Are Seeking Readmission to Educator Preparation at Cameron

Candidates who have been previously admitted to educator preparation at Cameron University and whose admission has lapsed may receive conditional re-admission for one semester. Conditional admission means candidates will be allowed to enroll in restricted courses for one semester. During that time, the following items must be completed:

- passing score on admission interview
- passing scores on three (3) recommendation forms completed by faculty in attendance at the interview
- GPA of 2.5 or better

Foreign Language Proficiency for Students in Educator Preparation

Cameron University educator preparation candidates must meet the Oklahoma State Regents requirement addressing foreign language or Emergent Bilingual/English Learning (OSRHE 3.21.4 § E) prior to program completion. This requirement may be met in any one of the following ways:

Demonstrate foreign language proficiency at the novice-high level (as defined by Cameron University's Department of Communication, English, and Foreign Languages).

- Complete one semester of a foreign language course at Cameron University with a grade of C or better.
- Complete one semester of a foreign language course (including American Sign Language) at any accredited college or university within the US with a grade of C or better.
- Take and pass a university foreign language proficiency exam to determine level of oral and listening competence in the language.
- Receive at least three (3) hours credit in foreign language from Advanced Placement, CLEP or DSST/DANTES testing.
- Have earned at least three (3) hours credit in foreign language through Advanced Credit: Military (DLPT testing) on transcript.

Students from accredited colleges and universities outside the United States will be considered on an individual basis.

OR

Complete an approved course focused on and assessing knowledge and skills related to Emergent Bilingual and/or English Language Learning including strategies required for successful delivery of P-12 instruction in that area.

Approved TEC 2/21/2001; Rev EPC 5/3/2021

Oklahoma State Certification Tests

The Office of Educational Quality and Accountability (OEQA) developed a testing program for teachers in the State of Oklahoma with the National Evaluation Service. Students admitted to teacher education programs after September 1, 1997, will participate in this testing program in order to receive their initial teaching license.

There are 3 tests: Oklahoma General Education Test (OGET), Oklahoma Subject Area Tests (OSAT), and Oklahoma Professional Teachers Examination (OPTE). *Beginning spring 2021, the state of Oklahoma will replace the OPTE with the Praxis Professional Teacher Assessment from ETS. Until that time, OEQA will allow Cameron University candidates to substitute a passing score on the PPAT in place of a passing score on the OPTE.*

To be admitted to educator preparation at Cameron, students must have a passing score on the OGET; to be admitted to student teaching at Cameron, students must have a passing score on the OSAT. Please be mindful of score reporting dates as scores must be received prior to these key transition points.

All certification tests are now required to be taken on the computer. Computer-based testing (CBT) for these tests is available during specific testing windows at Pearson Professional Centers in Lawton, Chickasha, and across the nation. Students who need to retake a test that corresponds to a Cameron University approved education program must wait 30 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.

Information about the tests is available in the Lawton Office of Educator Preparation or the RSU Cameron Education Program office.

Study materials are available from the Cameron University library.

Test Registration & Information: <http://www.ceoe.nesinc.com/>

Praxis Performance Assessment for Teachers (PPAT)

About the PPAT

Beginning in spring 2019, Cameron University is requiring all candidates to complete the PPAT (from ETS)—a performance-based evaluation of candidate performance. The PPAT is completed during student teaching; it replaces the Teacher Work Sample that used to be completed during EDUC 4313 Practicum: Impacts on Learning. In addition, candidates from Cameron may substitute a passing score on the PPAT for a passing score on the OPTE for Oklahoma state certification. As of spring 2021, the PPAT will be required by the state of Oklahoma for certification in place of the OPTE.

The PPAT evaluates candidates on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher. It is designed to

- develop more effective teachers in the classroom,
- identify strengths and areas for improvement of practice,
- allow student teachers to continually refine their teaching practices, and
- contribute to a development plan for professional growth.

Task 2 requires candidates to describe, analyze, and reflect on “Assessment and Data Collection to Measure and Inform Student Learning.” Task 3 requires candidates to describe, analyze, and reflect on “Designing Instruction for Student Learning.” Task 4 requires candidates to “Implement and Analyze Instruction to Promote Student Learning.”

Candidates will receive instruction focused on writing styles and selection of evidence. They will also submit drafts of their writing and participate in peer review. Details about these tasks including writing prompts, assessment rubrics, and deadlines can be found in the syllabus for Back to Campus. Mentor teachers will receive training on the PPAT during Mentor Training to help them best assist their student teachers with the PPAT tasks.

Candidate Expectations

The Praxis Performance Assessment of Teaching (PPAT) developed by ETS is the culminating assessment of Cameron University’s Educator Preparation program. The PPAT measures the degree to which a student can be considered “classroom-ready,” and as such Cameron will use student scores on the PPAT to determine program completion. For this reason, students are expected to do their best work on the PPAT. Not doing their best work will be viewed as an indication that a student is not classroom-ready and will result in remediation academically and dispositionally prior to program completion.

Payment

Students are responsible for purchasing a PPAT registration code at the beginning of the student teaching semester. Registration codes are purchased from the ETS website. Details about payment will be shared before or during the first week of Back to Campus.

ETS Regulations

Students must adhere to all PPAT policies set forth by ETS. As with other nationally-normed assessments, Cameron University does not retain any control regarding these set policies.

Registration & Submission Deadlines

Students must meet all required PPAT deadlines including registration and task submissions. Deadlines for both fall and spring are published by ETS during July. Because the registration deadline is non-negotiable, students who fail to meet the deadline will be unable to graduate until they can complete the PPAT during the next full semester. ETS does allow for late registration and late submission with additional fees. Students should contact ETS for more information.

Resubmission Policy

Scores for all PPAT tasks and a cumulative assessment score are available approximately three weeks after the submission deadline for Task 4. After you receive your scores, there is a short resubmission window. If your assessment score falls below the passing score for the assessment, you are eligible to resubmit any or all three tasks (Tasks 2, 3 or 4) for a fee. Students should follow the instructions on the ETS website regarding resubmission.

Field Experience Policies

Education candidates at Cameron University are required to complete a variety of field experiences as part of their coursework. These experiences vary from observations in Introduction to Teaching to a full internship during the final semester. All field placements at Cameron are jointly determined between the Coordinator of Field Experiences/Academic Advisement Specialist at Rogers State University and the public schools.

Background Checks

All undergraduate candidates must pass an initial background check during EDUC 3003: Introduction to Teaching, prior to beginning the required field experience for that class. All undergraduate candidates must pass a re-check prior to EDUC 4313 Practicum: Impacts on Learning or after two years has elapsed, whichever comes first. Should a candidate reach the re-check point prior to EDUC 4313, the candidate will be allowed to use their re-check for EDUC 4313 provided that re-check occurred within the same academic year. In the event that a candidate is enrolled in the teacher education program for more than four years, additional re-checks will be required. Candidates who work full-time in an accredited school can meet the background check requirement with by completing a School Employment Verification Form.

Diversity of Placements

Cameron University is dedicated to preparing teacher education students for working with diverse student populations. In order to reach this goal, all students must experience a variety of field placements including schools of high and low socio-economic status, schools with a high minority population, and classrooms of students with special needs. These criteria are of high importance when field placements are assigned. For this reason, you will not complete more than one field placement at the same school and you may be required to complete field placements both in and out of Lawton/Claremore.

Field Experience Transfer Policy

In the event that you are transferring in a class from another university in place of a Cameron course that includes a field experience, you must either provide documentation of the completed field experience or complete an additional, equivalent field experience at Cameron. Transfer field experiences will be handled through the Office of Field Experiences/CU Education at RSU Office.

Assigning Placements

All field placements will be made by the Office of Field Experiences/CU Education at RSU Office. Many steps are involved in making your field placements from you filling out the Field Placement Request form to getting permission from principals and classroom teachers for you to visit their classrooms. The following policies are in place to ensure the validity of your field placements.

Placements will be made primarily in the Lawton area. Exceptions will be made for candidates in the RSU program and those taking classes via ITV or on nights and weekends. For those of you living outside of Lawton, we prefer to save the nearest local schools for your student teaching.

The Coordinator of Field Experiences/Academic Advisement Specialist at Rogers State University considers the following guidelines when making placements. Recent high school graduates are not typically placed in high school settings in their freshman or sophomore year at Cameron. Only in rare cases will students be placed in schools which their children attend or at which a relative is employed.

Procedure for Appealing a Placement

Candidates wishing to appeal their placements may do so in writing to the Coordinator of Field Experiences/Academic Advisement Specialist at Rogers State University. Further appeals should be made in writing to the Director of Educator Preparation.

Guidelines for Being in the Schools

- Dress professionally at all times when you are in the schools. This includes avoiding any revealing clothing, covering tattoos, and removing piercings.
- Leave cell phones and pagers in your vehicle or turn them off while in the schools. Please do not expect to answer a call or respond to a text message while you are observing.
- Plan on at least one hour for each visit to the school.
- You are required to sign in at the office during each visit to the school.
- You should not expect to observe during lunch times (11:00-12:30 for elementary and 11:30-1:00 for secondary) or only on Fridays as this will negatively impact your ability to schedule observation time or the quality of the lessons you observe while at the school.
- Your available times to observe are sent to the schools as a guide when making your placement. You can and should negotiate your times with your assigned teacher once you make initial contact with the school.

Evaluation of Field Experiences

Your field experiences will be evaluated, either by the classroom teacher with whom you work or by your Cameron instructor. Prior to your field experience, your instructor should share the assessment form that will be used with you. The results of these assessments will be shared with you at the conclusion of the course during which it is used.

Dealing with Field Experience Concerns

Should you have a concern about your field experience, the first thing you should do is communicate with your Cameron instructor. From there, your instructor will either speak to the Coordinator of Field Experiences/Academic Advisement Specialist at Rogers State University or send you to contact the coordinator directly. If your concern involves your instructor, then you may approach the Coordinator of Field Experiences/Academic Advisement Specialist at Rogers State University.

rev. 7/18

Education Programs – Required Field Experiences

Program(s)	Course	Hours
All	EDUC 3003 Introduction to Teaching	10
	SPED 3103 The Exceptional Child	10
	EDUC 3753 Educational Psychology	10
	EDUC 4313 Practicum: Impacts on Learning	60
	EDUC 4935 Clinical Experience in Teaching I	240
	EDUC 4945 Clinical Experience in Teaching II	240
Early Childhood	ECE 3154 Methods & Practicum in Early Childhood Education	35
	ECE 4144 Methods & Practicum in Cognitive Development	35
Early Childhood and Elementary	EDUC 4463 Mathematics Methods	10
	EDUC 4553 Diagnosis & Remediation of Reading Difficulties	10
English	ENGL 4773 Teaching of English	10
Music	MUSC 4712 Elementary Methods	10
	MUSC 4722 Secondary Instrumental Methods (or) MUSC 4732 Secondary Vocal Methods	10
Special Education (add on)	SPED 3203: Characteristics of the Exceptional Learner	4
	SPED 4413: Teaching Students with Disabilities	4

Descriptions of Undergraduate Field Experiences

All Programs

EDUC 3003 Introduction to Teaching—Ten (10) hours of tutoring students in a public school setting. Candidates write up their experiences in an observation paper.

SPED 3103 The Exceptional Child—Ten (10) hours of observation in a classroom of children with exceptionalities. Candidates may observe a special education classroom or a regular education classroom containing several children with exceptionalities.

EDUC 3753 Educational Psychology—Ten (10) hours of focused observations in a classroom. Candidates look for and document given elements of teaching. Each focused observation is recorded and analyzed.

EDUC 4313 Practicum: Impacts on Learning—Sixty (60) hours of observation, teacher assistance, and teaching in a single classroom. Each candidate gives a pre-test, teaches a series of lessons, and gives a post-test to determine student learning gains. A detailed Teacher Work Sample is created in conjunction with the field experience.

EDUC 4935 Clinical Experiences in Teaching I—Six (6) to seven (7) weeks of student teaching. Candidates complete the Praxis Performance Assessment for Teachers (PPAT).

EDUC 4945 Clinical Experiences in Teaching II—Six (6) to seven (7) weeks of student teaching. Candidates complete the Praxis Performance Assessment for Teachers (PPAT).

Program-Specific

ECE 3154 Methods & Practicum in Early Childhood Education—Thirty-five (35) hours in an early childhood classroom including focused teaching of small groups.

ECE 4144 Methods & Practicum in Cognitive Development—Thirty-five (35) hours in an early childhood classroom including focused teaching of small groups.

EDUC 4463 Mathematics Methods—Ten (10) hours of individual or small group tutoring in the area of math. Candidates design a series of lesson plans covering multiple topics and teach them to children. Candidates also turn in written reflections about their experiences in the field.

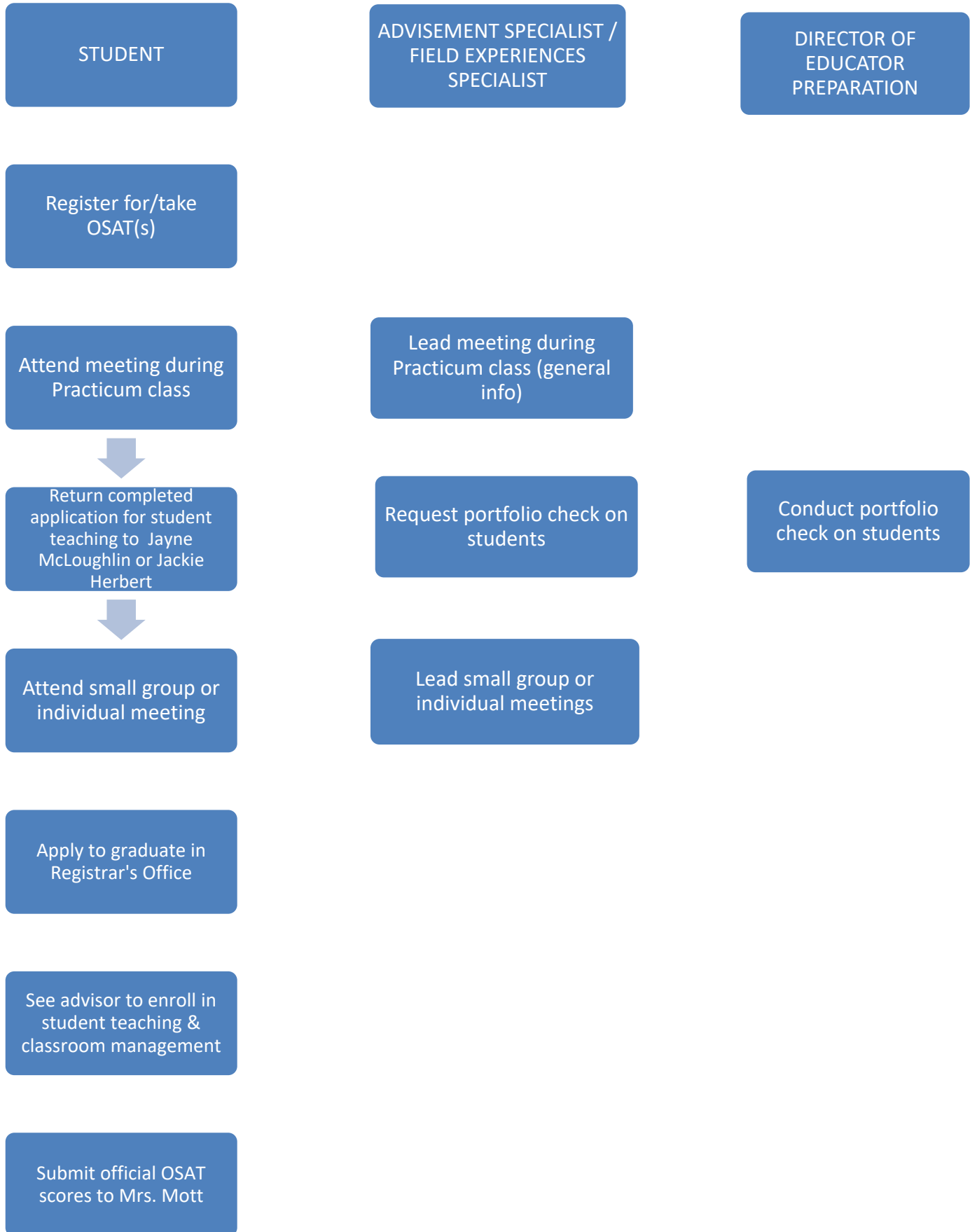
EDUC 4553 Diagnosis & Remediation of Reading Difficulties—Ten (10) hours of individual tutoring in the area of reading. Each candidate assesses a single child's reading ability, creates a series of lessons aimed at improving the reading, and delivers the lessons in a one-on-one setting. Candidates write a case study based on their experiences.

ENGL 4773 Teaching of English—Observation in a secondary English classroom.

MUSC 4712 Elementary Methods—Observation and working with students in an elementary music class

MUSC 4722/4732 Secondary Instrumental/Vocal Methods—Observation and working with students in an instrumental/vocal music class

ENTRY TO STUDENT TEACHING



Process for Gaining Entry to Student Teaching

1. Complete an application for student teaching.

The application packet includes an application form, a dispositional self-assessment, criminal history disclosure, and personal information sheet. When possible, applications will be distributed by email or during EDUC 4313 Practicum: Impacts on Learning.

2. Sign up for a small group or individual meeting.

Student teaching meetings occur after applications are due. When you return your application for student teaching, you will be able to sign up for a meeting time.

3. Meet with Academic Advisement Specialist/Field Experiences Specialist

The purpose of the small group meeting is to discuss placement information and to ensure all degree requirements and key assessments required for student teaching have been (or are in the process of being) met.

Out of Area Student Teaching Placements

Candidates who are unable to complete their student teaching in the Lawton area may be allowed to do so in conjunction with another university with an equivalent NCATE/CAEP-accredited program after receiving approval from the Educator Preparation Council. Candidates are financially responsible for all fees charged by the host university. A candidate wishing to complete the student teaching out-of-state must complete an Application for Out-of-Area Student Teaching Placement at least six months prior to the end of the pre-student teaching semester.

While personal problems and/or logistical constrictions will be taken into consideration to the extent possible (e.g. travel time, leases or other living arrangements, child care), they will not dictate nor guarantee placement within any particular locale. All student teaching placements are made with the student's professional needs and best interests in mind. Cameron University assumes no responsibility for delays in placement due to "red tape" in arranging the placement. Also, all requirements for student teaching in out-of-area schools must be satisfied prior to the beginning of a placement (e.g. TB test).

Academic Labs

The Academic Labs are provided to give students an opportunity to improve their academic skills. Students can increase their reading, study, test taking, math, and writing skills with concentrated individual effort. The instructors in the Labs are able to develop individual programs or to direct students to appropriate classes. Students are urged to take advantage of this free service whenever they need it but especially early in the semester when they have time to improve for that semester.

Lawton

1. **CENTER FOR ACADEMIC SUPPORT – NB 2060**
This lab specializes in study skills, improvement of reading, and test taking skills.
2. **CENTER FOR WRITERS – NB 2060**
This lab provides assistance for all types of writing. Students receive assistance for their individual writing problems.
3. **MATH LAB – BURCH 104**
The instructors in this lab will assist students with their individual needs in mathematics.

Rogers State University

1. **DEVELOPMENTAL READING LAB – Health Sciences 227**
This lab provides assistance for Developmental Reading I. Individualized programs can be developed with the instructor.
2. **THE WRITING CENTER – Baird Hall 206**
This lab provides assistance for Basic Writing, Composition I, Composition II, and Essay Writing. Tutors will also proofread papers for other courses.
3. **MATH & SCIENCE TUTORING – Stratton Taylor Library 116**
This lab provides assistance for Elementary Algebra Plus, Intermediate Algebra, College Algebra, Math for Critical Thinking, and Math Structures I and II.

Tutor.com

Tutor.com is an online tutoring service that provides one-to-one personalized access to expert tutors 24 hours a day, 7 days a week. Cameron students have access to 10 free hours of tutoring through Tutor.com each semester with the option of purchasing additional hours directly from Tutor.com. Help is available in writing and can be accessed directly from your Blackboard Course side menu or through tools.

Student Organizations

Oklahoma Aspiring Educators Association (OAEA)

Sponsors: Michelle Smith, Lawton campus
Eileen Richardson, RSU campus

This organization is open to all students who are planning to be teachers. It is the Cameron unit of the statewide organization, the Oklahoma Education Association (OEA). There are a number of benefits to joining this group including the availability of professional liability insurance for coverage when working in the public schools. SOEA plans meetings with informative guest speakers and hands on activities. SOEA also conducts certification test study sessions once a year. Watch bulletin boards and listen in class for announcements of upcoming meetings.

Learn more at <http://www.cameron.edu/education/organizations> or www.okea.org

Council for Exceptional Children (CEC)

Sponsor: Holly Rice

This is a student chapter of the Council for Exceptional Children. The dues include two journals. This group meets monthly and students attend one state meeting a year. In addition to the meetings there are activities with children with disabilities. Anyone who is interested is eligible for membership and encouraged to participate.

Learn more at <http://www.cameron.edu/education/organizations> or www.cec.sped.org

Students in Early Childhood Education (SECE)

Sponsor: Jami Huck

Cameron University's distinctive organization for Early Childhood Education, SECE promotes the development of Early Childhood Education students and provides opportunities for those who are going to become educators of young children.

Learn more at <https://www.facebook.com/pages/Students-in-Early-Childhood-Education/147992168677689>

Honor Society

Kappa Delta Pi Honor Society

Contact: Ramona Hall & Stacie Garrett, Lawton campus
Eileen Richardson, RSU campus

The mission of Kappa Delta Pi is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service. The vision of Kappa Delta Pi is to help committed educators be leaders in improving education for global citizenship. Individually and collectively, Society members recognize and honor achievement; strive to a high degree of professional fellowship, leadership, and growth in the field of education; and serve their students and educational community.

Cameron's Upsilon Xi chapter issues invitations for membership to education students who have completed at least 30 hours of coursework, demonstrate a cumulative GPA of 3.0 or better, and demonstrate leadership abilities.

Learn more at <http://www.cameron.edu/education/honors> or www.kdp.org

Undergraduate Education Scholarships & Financial Incentives

Cameron Scholarships

Jane M. Morse Memorial Scholarship - Awarded for the fall during the preceding spring semester. Applicants must have a cumulative 3.0 GPA or above, be admitted to the teacher education program in elementary education, and enrolled in at least twelve hours of course work at Cameron. Applications are available on the Cameron financial assistance website.

Sondra Bonnington Special Education Scholarship - Awarded for the fall during the preceding spring semester. Applicants must be classified as a junior, senior, or graduate, be seeking special education certification, and enrolled in special education courses. Applications are available on the Cameron financial assistance website.

Irene and Buck Clements Early Childhood Education Scholarship - Awarded for the fall during the preceding spring semester. Applicants must be currently enrolled in or have completed early childhood classes, participate in extracurricular activities on and/or off campus, and be eligible for admission to teacher education. Applications are available on the Cameron financial assistance website.

Comanche County Retired Teachers Association Scholarship - Awarded each year to pre-service teacher who is a junior or above (may be post-baccalaureate). Criteria are GPA, 2 letters of reference, need, an interview, and a 300 word essay. Finalists are selected by the Department Scholarship Committee. A panel from the Comanche County Retired Teachers Association reviews the finalists and selects the recipient. Applications are available in the Office of Educator Preparation (Nance-Boyer 1053).

Scottish Rite Scholarship - Awarded for the fall during the preceding spring semester. Student must be student teaching in the spring of the academic year for which the award is made. Applications are available from Nance-Boyer 1078 or the Cameron University at Rogers State University in Prep Hall 204.

State of Oklahoma Scholarships

Regent's Future Teacher Scholarships - Awarded for the fall during the preceding spring semester for areas of teacher shortages. An application and information on shortage areas may be obtained from the Office of Educator Preparation (Nance-Boyer 1053).

Cameron Financial Resource Specialists

Cameron now offers a student-centered counseling service to discuss the costs of college, funding options, financial aid, billing, CU scholarships, and external funding sources. Meet with a specialist in the Student Enrichment Center (Nance-Boyer 2075).

Department of Education Complaint Procedure

In the event that a dispute arises between a candidate and a faculty member in the Department of Education, the candidate is expected to follow the procedures detailed below.

Lawton

1. The candidate speaks directly to the faculty member against whom he or she has a complaint. If not resolved:
2. The Department Chair is contacted in person or by email. The Department Chair will schedule a meeting and will request a written complaint. If not resolved:
3. A written statement is filed with the Dean of the School of Graduate and Professional Studies. The Dean will request a meeting. If not resolved:
4. The candidate may appeal to the Vice President of Academic Affairs or the Dean of Students as appropriate.

RSU

1. The candidate speaks directly to the faculty member against whom he or she has a complaint. If not resolved:
2. The Academic Advisement Specialist at RSU is contacted in person or by email. The coordinator will schedule a meeting and will request a written complaint. If not resolved:
3. The Department Chair is contacted by phone or by email. The Department Chair will schedule a meeting and will request a written complaint. If not resolved:
4. A written statement is filed with the Dean of the School of Graduate and Professional Studies. The Dean will request a meeting. If not resolved:
5. The candidate may appeal to the Vice President of Academic Affairs or the Dean of Students as appropriate.

All written complaints will be kept on file for three years in the appropriate office.

Education Programs - Plan of Improvement

A plan of improvement detailing the area(s) of concern and the expectations for improvement may be put into place as the need arises. Once a need for a plan of improvement has been identified, a meeting will occur with the student, instructor, and department chair. Failure to provide evidence of improvement in the areas included in the plan will result in action taken at the discretion of the course instructor. An appeal of the plan may be made in writing to the Chair of the Education Department/Academic Advisement Specialist at RSU. In the event that the chair/coordinator and instructor are the same, a written appeal may be made to the Dean.

State Minimum Teacher Salary Schedule

Beginning with the 2018-2019 school year, teachers in the public schools of Oklahoma shall receive in salary and/or fringe benefits not less than the amount specified in the following schedule. When determining minimum salary, “fringe benefits” shall mean only the employee's share of retirement, *if* paid by the district.

Years of Experience	Bachelor's Degree	*Bachelor's + National Board Certification	Master's Degree	*Master's + National Board Certification	Doctor's Degree
0	\$36,601	\$37,759	\$37,991	\$39,149	\$39,381
1	37,035	38,193	38,425	39,583	39,815
2	37,469	38,628	38,859	40,018	40,249
3	37,904	39,062	39,294	40,452	40,684
4	38,338	39,496	39,728	40,886	41,118
5	38,810	39,968	40,200	41,358	41,590
6	39,273	40,432	40,663	41,822	42,054
7	39,737	40,895	41,127	42,285	42,517
8	40,200	41,358	41,590	42,749	42,980
9	40,663	41,822	42,054	43,212	43,444
10	41,684	42,844	43,568	44,728	45,945
11	42,177	43,336	44,061	45,221	46,438
12	42,670	43,829	44,554	45,713	46,931
13	43,162	44,322	45,047	46,206	47,424
14	43,655	44,815	45,539	46,699	47,916
15	44,167	45,327	46,052	47,212	48,430
16	44,660	45,820	46,545	47,705	48,923
17	45,153	46,313	47,038	48,198	49,416
18	45,646	46,806	47,531	48,691	49,909
19	46,139	47,299	48,024	49,184	50,402
20	46,652	47,813	48,538	49,698	50,917
21	47,145	48,306	49,031	50,192	51,410
22	47,639	48,799	49,524	50,685	51,903
23	48,132	49,292	50,018	51,178	52,397
24	48,625	49,785	50,511	51,671	52,890
25+	50,049	51,232	51,971	53,153	54,395

Note: Teachers eligible to receive the National Board Certification bonus shall not be eligible to receive the additional salary increment set forth in this salary schedule.

***National Board Certification columns are for teacher's who received National Board Certification after June 30, 2013.**

Career /Technology Ag Teacher*	=	Minimum Salary	+	\$2,600/year - 12-month contract
Other Career/Tech Teacher*	=	Minimum Salary	+	\$2,200/year - 10-month contract
Special Education Teacher**	=	Minimum Salary	+	5 percent above the prevailing wage paid teachers of children who are nondisabled in the same school district.

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

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

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

COVID-19 Policy Adjustment

S/U or P/NP Grades for Undergraduate Candidates

Because the pandemic COVID-19 caused the second half of the spring 2020 semester to occur as virtual learning, and because Cameron University gave all students the option to change from a letter grade to a grade of S/U, a grade of S for a Cameron University class taken during spring 2020 will be considered a “grade of C or better” for purposes of admissions and subsequent transition points at the undergraduate level. Should a student wishing to transfer a course taken in spring 2020 from another university that also gave an S/U, P/NP, or similar option for the semester, that course will also be considered a “grade of C or better” for purposes of admissions and subsequent transition points.

Teacher Supply and Demand Study September 2015

The Oklahoma State Regents for Higher Education commissioned a report in partnership with several state education agencies to study how patterns of supply and demand vary by teaching subject area and geographic location. Findings of interest to teacher education candidates are included below, and the most current full report can be found at <https://sde.ok.gov/documents/2018-12-31/education-supply-and-demand-report>

- Enrollment projections for southwest Oklahoma public schools predict an accelerated decline in annual student enrollment (1.6% to .95%)
- Overall, statewide educator demand is expected to increase gradually over time.
- The supply of certified teachers in the southwest region will experience slight declines (1.9%) through 2018-2019.
- In the southwest region, the teacher shortage from 2014-2015 is projected to grow during the next five years.

The following shortage areas were defined:

- Language arts teachers*
- Arts and music teachers
- Social studies teachers*
- Foreign language teachers (high school only)
- Math teachers
- Science teachers*

Shortages among high school teachers are generally larger than those among middle school teachers.

*Projected shortages in these areas are greatest.

Oklahoma Education Employment Opportunities

Cameron University posts jobs, including teaching jobs, for graduates at <http://www.collegecentral.com/cameron/>. Simply sign up for an account and begin your search.

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/.

When you apply for your teaching certificate through the Oklahoma State Department of Education, you may elect to join their job match service to find employment opportunities that match your certification areas.