A Prescriptive, Reflective, Integrative Model for Educators
Welcome to East Central University’s Education Program. This resource is designed to provide you with the information and documents needed to mentor a candidate through professional block sequence. For a complete overview, please visit [http://wwweduc.ecok.edu/ProfessionalEd/html/index.htm](http://wwweduc.ecok.edu/ProfessionalEd/html/index.htm)

The faculty of the education department wants to provide you with the support necessary to navigate through the local, state, and national teaching requirements. While this process sometimes seems daunting, the end result will make it worthwhile. Our goal is to prepare you to meet the challenges of today’s public school classroom while maintaining high academic and personal standards. The number of lives a teacher can impact far surpasses that of any profession. We want our teacher candidates to demonstrate the knowledge, skills, and dispositions necessary to ensure that the impact they make is positive. Our conceptual framework, a Prescriptive, Reflective, Integrative Model for Educators (PRIME), allows us to prepare educators at all levels with the knowledge, skills, and dispositions that ECU values for teacher education candidates; those constructs are integrated and imbedded throughout the entire education program of study.

Please read this entire online resource and become familiar with the components of the Professional Education Blocks. Most of the questions that arise can be answered here. Again, thank you for your decision to become a part of our education program. The education faculty is committed to providing you an outstanding education program and quality field and student teaching experiences. We hope this online resource will help.

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**A Prescriptive, Reflective, Integrative Model for Educators**

~ The PRIME Model ~

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Table of Contents

Student Teaching Overview ...................................................................................................................... 1
Orientation Checklist ................................................................................................................................ 4
Procedures Checklist .................................................................................................................................. 5
Calendar Suggestions ................................................................................................................................... 7
Suggested Timeline ................................................................................................................................... 1
Mentoring, Supervising and Conferencing Guidelines ............................................................................. 1
About the edTPA/Teacher Work Sample .................................................................................................. 2
Guidelines for supporting edTPA candidates ............................................................................................ 4
University Contacts ................................................................................................................................... 7
Student Teaching Overview

Cooperating teachers have the most contact with student teachers and will usually have the most influence on their careers. They serve as the communication link between them and the school community. They are the key persons in planning the actual teaching experience with student teachers and other professional team members. Only master teachers with at least three successful years of teaching experience are to be selected as cooperating teachers. These points illustrate the expectations of the cooperating teacher.

A. Serve as the communication link between the student teacher and the school community. The cooperating teacher should do the following as early as possible:

1. **Introduce the student teacher to other faculty and support personnel.** Student teachers should know the names/functions of significant personnel within the school by the end of the first week.
2. **Explain relevant school policies and regulations.** Student teachers should have access to faculty and student handbooks. They should be well acquainted with policies and regulations regarding teacher expectations, students, parking, faculty lounges, workrooms, the cafeteria, duplicating equipment, the library, media equipment and materials, etc.
3. **Acquaint the student teacher with physical facilities and support services available.** Explain how these facilities and support services are to be used and the necessary procedures to follow.
4. **Explain emergency procedures.** Student teachers need to understand the school’s policies regarding fire, tornado, and other drills. They must be aware of policies involving a child’s leaving school with someone other than a parent. They should be alerted to other specific situations such as a child who might require closer attention because of a medical problem.
5. **Provide necessary teaching resources and a place for the student teacher.** They should have a copy of any textbook to be used, available curriculum guides, teaching outlines, etc. Please explain if some resources are restricted to use at school and are not to be taken from the building.
6. **Prepare the class for the arrival of the student teacher.** It would be helpful if the students understood the student teaching process. Introduce the student teacher to the class.

B. Plan with and supervise the student teacher.

1. **Discuss expectations.** The cooperating teacher and the student teacher need to be aware of their expectations of each other.
2. **Arrange for daily conferences.** Set a daily time for private discussions and a weekly time for a more detailed evaluation and progress report with the student teacher. Successful student teaching requires open and assertive communication. Feedback is necessary for growth.
3. **Facilitate conferences between the student teacher and the university supervisor.** The university supervisor will visit and/or observe the student teacher a minimum of three times with visits scheduled in advance. The Special Education student teacher will be observed for five visits. He or she will usually want to visit privately with both the cooperating teacher and the student teacher. Please help us by arranging care for the class while the student teacher and the supervisor confer and by providing a place that affords some degree of privacy.
4. **Paperwork required of student teachers.** It is suggested that lesson plans following the departmental model are to be shown to the university supervisor during each visit. Special education student teachers are to submit one IEP to the Director of Special Education via their university supervisors.

5. **Plan for the actual hours/days of teaching.** The student teacher’s timeline will begin when their cooperating teacher reports for pre-service training in the fall and when cooperating teachers report back in the spring. The 16-week or 80 day time requirement will begin from that day. The student teacher should be allowed observation time to become acquainted with the cooperating teacher, the student, the schedule, and the procedures before assuming any responsibility for actual teaching. During observation time, he or she may be asked to check roll, grade papers, or help individuals or small groups. Within a few days he or she should be ready to present a lesson, and from this point the experienced cooperating teacher will be able to determine how much responsibility to add and at what rate. The cooperating teacher should feel free to discuss any uncertainty about the progression with the student teacher and/or the university supervisor. If progress is normal, the student teacher should be ready to teach a full schedule and be in complete charge of the classes four to six weeks prior to the end of student teaching. *Observation and Orientation and then Progressively Increasing Involvement in the teaching process until there is full involvement.* Start for example in this spot. A cooperating teacher may wish to start the actual student teaching and add responsibility as new units of study are begun, or at some other natural point of transition. Many primary teachers feel that the student teaching process and their students can best be served by team teaching rather than turning all the classroom activity over to the student teacher for the last few weeks. Some cooperating teachers like to gradually resume their teaching as the end of the student teaching approaches. If this is desirable it may be possible for the student teacher to spend some time observing other teachers or other professionals in the school such as speech therapists or resource teachers.

6. **Classroom management and discipline.** Explain school policies and practices. Make sure the student teacher has a copy of the student handbook, faculty handbook, and other relevant material. Integrate theory and practice. Student teachers are NOT to use corporal punishment.

7. **Include the student teacher in instructional planning.** Inform the student teacher about the objectives and goals of a unit of study and explore alternative approaches to achieving and evaluating the attainment of these goals. Set the boundaries of the unit with the student teacher, then allow room for creativity within these boundaries.

8. **Support the student teacher in extraordinary situations.** It is expected that the cooperating teacher will shelter the student teacher from extreme disciplinary problems that arise and in cases involving agitated parents. Because of legal ramifications, a STUDENT TEACHER SHOULD NEVER ADMINISTER CORPORAL PUNISHMENT.

9. **Review the evaluation with the student teacher.** These evaluations should be discussed with the student teacher and the university supervisor. Be frank and assertive in both the evaluation and the conference in order that the student teacher may be alerted to any area of concern. The cooperating teacher should complete a formal evaluation which is located in the student teacher’s handbook. The completed formal evaluation should be submitted to the Director of Student Teaching upon completion of the student teacher’s 16-week requirement.

10. **Keep a record of absences.** The student teacher is required to be at your assigned school for the first half of the day when their university seminar class is scheduled. However, the student teacher is expected to be there the full day if their university class does not meet or is in a blended format. Excessive absences by the student teacher must be made up regardless of the reason. If he/she misses more than three days, we are concerned. If he/she misses more than
five days, please contact his/her university supervisor. In cases of excessive absenteeism, generally more than five days during the semester, the Director of Student Teaching, in consultation with the university supervisor, will schedule the makeup days. In the event of unusual circumstances, situations will be considered on a case-by-case basis.

11. **Notify the university supervisor of significant changes.** Although student teachers have been screened carefully, there may be occasions when it is necessary to recommend further experiences or professional guidance to help someone find more satisfactory career opportunities. The cooperating teacher is asked to notify the university supervisor promptly if behavior indicating the above is observed. If such a situation occurs, the Director of Student Teaching and the professional team will decide what they believe to be the best course of action for that particular student teacher. In most instances he/she can withdraw from student teaching and receive a non-teaching degree.

12. **Attend the Cooperating Teachers’ Seminar.** At the beginning of each semester, a seminar will be held for cooperating teachers where experiences will be shared and problems discussed in order that the student teaching program might be improved. University supervisors are welcome to attend part or all of this seminar.

C. The Initial Meeting

Many hopes and anxieties are brought to the first meeting between the mentor teacher and the student teacher. Both parties know that they will be working in an extremely close and special relationship for the coming weeks. The insights about one another that each gain during this initial meeting will set the tone for the coming weeks.

The two teachers, one with experience and one hoping to become experienced, will want to share some things about their background, their personal and professional interests, their hopes about teaching in general, and for this specific situation, possibly some of their apprehensions.

The best atmosphere for this meeting is one of openness and frankness. This meeting initiates the realities of an indispensable part of the training of a student teacher—his or her internship with YOU!

D. The First Day of Class

One of the most helpful activities of a cooperating teacher is to help the student teacher be fully prepared for the first day of class. This first day sets the tone, sometimes for the whole year, for classroom management, routine, learning environment, and other areas of teaching. Sharing bulletin board ideas, ideas for meeting and greeting students, and ideas for handling routines efficiently are ways the cooperating teacher can help.

Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to students at the onset of the school year, will significantly improve classroom management.
Orientation Checklist

Below is a list of suggested information items needed by the student teacher.

___ District/school handbook & policies for students and teachers
___ Tour of physical plant; meet office personnel
___ Introduction to staff (informal coffee?); staff meetings
___ Discipline policies
___ Working and storage space for student teacher
___ Daily attendance accounting
___ Student referral forms (e.g., nurse, counselor, attendance officer)
___ Professional use of students’ permanent records
___ Any innovations or pilot programs in operation
___ Fire drills and other emergency procedures
___ Class time schedules; lunchroom schedule and procedure
___ Absence, tardiness, illness (for students and teachers)
___ Resource centers for educational materials (school, district, local, state, national)
___ Dress codes (students and teachers)
___ Seating charts; bulletin boards
___ Textbooks and supplementary materials; curriculum guide
___ Extra-curricular activities
___ Parent conferences and PTO meetings
___ Field trips, parties, fees, etc.
___ Use of community resource persons
___ Equipment and supplies (for students and teachers)
___ Library facilities in school; professional library in district
___ Homeroom procedure; housekeeping responsibilities
___ Duty schedule (bus, study hall, lunchroom playground, assembly, hall)
___ School and/or district calendar
___ Grading and reporting; make-up work
___ Professional organizations (local, state, national)
___ Ordering and use of instructional media equipment
___ Lesson plans
___ Socioeconomic factors influencing students
___ Other ____________________________________________
Procedures Checklist

Directions: Check (√) each item for which you already have a prepared process. Place an (×) by the item for which you do not have a policy but believe you need one. Highlight those items that you teach the student the first day of class.

I. Beginning Class
   __ A. Roll Call, Absent, Tardy
   __ B. Academic Warm-ups
   __ C. Distributing Materials
   __ D. Class Opening

II. Room/School Areas
   __ A. Shared Materials
   __ B. Teacher’s Desk
   __ C. Drinks, Bathroom, Pencil Sharpener
   __ D. Student Storage/Lockers
   __ E. Student Desks
   __ F. Learning Centers, Stations
   __ G. Playground, School Grounds
   __ H. Lunchroom
   __ I. Halls

III. Setting up Independent Work
   __ A. Defining “Working Alone”
   __ B. Identifying Problems
   __ C. Identifying Resources
   __ D. Identifying Solutions
   __ E. Scheduling
   __ F. Interim Checkpoints
   __ G. Turning in Work
   __ H. Handing Back Assignments
   __ I. Getting Back Assignments
   __ J. Out-of-Seat Policies
   __ K. Consequences for Misbehavior

IV. Instructional Activities
   __ A. Teacher, Student Contacts
   __ B. Student Movement in the Room
   __ C. Signals for Student’s Attention
   __ D. Signals for Teacher’s Attention
   __ E. Student Talk during Seat Work
   __ F. Activities when Work Is Done
   __ G. Student Participation
   __ H. Laboratory Procedures
   __ I. Movement in and out of Small Groups
   __ J. Bringing Materials to Schools
   __ K. Expected Behavior in Group
   __ L. Behavior of Students Not in Group

V. Ending Class
   __ A. Putting Away Supplies, Equipment
   __ B. Cleaning Up
   __ C. Organizing Class Materials
   __ D. Dismissing Class

VI. Interruptions
   __ A. Rules
   __ B. Talk among Students
   __ C. Conduct
   __ D. Passing Out Bocks, Supplies
   __ E. Term Schedule
   __ F. Homework Assignments

Cont’d on next page
VII. Other Procedures
   ____ A. Fire Drills
   ____ B. Lunch Procedures
   ____ C. Student Helpers
   ____ D. Safety Procedures

VIII. Work Requirements
   ____ A. Heading Papers
   ____ B. Use of Pen or Pencil
   ____ C. Writing on Back of Paper
   ____ D. Neatness, Legibility
   ____ E. Incomplete Work
   ____ F. Late Work
   ____ G. Missed Work
   ____ H. Due Dates
   ____ I. Make-up Work
   ____ J. Supplies
   ____ K. Coloring or Drawing on Paper
   ____ L. Use of Manuscript or Cursive (Elementary)

IX. Communication Assignments
   ____ A. Posting Assignments
   ____ B. Orally Giving Assignment
   ____ C. Provision for Absentees
   ____ D. Long-Term Assignments

X. Student Work
   ____ A. In-Class Participation
   ____ B. In-Class Assignments
   ____ C. Homework
   ____ D. Stages of Long-Term Assignments

XI. Checking Assignments in Class
   ____ A. Students Exchanging Papers
   ____ B. Marking and Grading Assignments
   ____ C. Turning in Assignments
   ____ D. Students Correcting Errors

XII. Grading Procedures
   ____ A. Determining Grades
   ____ B. Recording Grades
   ____ C. Grading Long Assignments
   ____ D. Extra Credit Work
   ____ E. Keeping Papers, Grades, Assignments
   ____ F. Grading Criteria
   ____ G. Contracting for Grades

XIII. Academic Feedback
   ____ A. Rewards and Incentives
   ____ B. Posting Student Work
   ____ C. Communication with Parents
   ____ D. Students’ Record of Grades
   ____ E. Written Comments on Assignments
Calendar Suggestions

When completing a tentative calendar with the student teachers, cooperating teachers say they consider the list below:

___ First and last day student teacher is in the school
___ Beginning and end of grading period
___ When teaching responsibilities begin and to what extent
___ Time set aside for conferring regularly
___ Note days when student teacher has a university class or an after-school job
___ Required campus seminars scheduled for student teachers
___ Public school schedule of holidays, open house, exams, report cards,
   unsatisfactory notices, in-service days, etc.
___ Any scheduled meeting which student teacher either should or could be invited to attend; i.e., staff meetings, PTO, extracurricular activities, etc.
___ The student teacher's time will begin when the cooperating teacher has to report
   for pre-service training in the fall. In the spring, the student teacher will begin
   when the cooperating teacher is required to report back to school. The 16-week
   or 80-day time requirement will begin from that day.


Dates to Set During the Semester Include:

___ University supervisor's observations and/or conferences
___ General sequence of curriculum
___ Any meeting with principal and/or department head
## Suggested Timeline

### Single Site Placement (Full 16 weeks in the same classroom)

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<th>Responsibilities</th>
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### Split Placement (Early Childhood, Special Education, Art, Music, Physical Education, Spanish Education)

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Mentoring, Supervising and Conferencing Guidelines

E. Indirect Styles of Conferencing
1. Listen more, talk less.
2. Acknowledge, paraphrase, and use what the student teacher is saying.
3. Ask clarifying questions.
5. Avoid giving direct advice.

F. Selected Clinical Supervision Techniques

First Phase: Planning Conference
1. Identify the student teacher’s concerns about instruction.
2. Translate these concerns into observable behavior.
3. Identify procedures for improving the student teacher’s instruction.
4. Assist the student teacher in setting self-improvement goals.
5. Arrange a time for classroom observation.
6. Select an observation instrument and behaviors to be recorded.
7. Clarify the instructional context in which data will be recorded.

Second Phase: Classroom Observation

SELECTIVE VERBATIM:
1. Teacher questions.
2. Teacher feedback.
3. Teacher directions and structuring statements.

SEATING CHART OBSERVATIONAL RECORDS:
4. At task.
5. Verbal flow.

WIDE LENS TECHNIQUES:
7. Anecdotal records.
8. Video and audio recordings.

Third Phase: Feedback Conference

1. Provide the student teacher with feedback using objective observational data.
2. Elicit the student teacher’s inferences, opinions, and feelings.
3. Encourage the student teacher to consider alternative lesson objectives and methods.
4. Provide the student teacher with opportunities for practice and comparison.
About the edTPA/Teacher Work Sample

The edTPA (Teacher Performance Assessment) process is built around **three-to-five continuous days of standards-based, subject-specific classroom instruction delivered by a candidate**, typically at the end of the student teaching or clinical experience. edTPA is a multiples-measure assessment of teaching – built and submitted by the candidate – that addresses planning, instruction, assessment and analyzing teaching. It includes unedited video recordings of the candidate teaching and examples of teaching materials (plans, teaching tools, assignments) that demonstrate how the candidate planned instruction, adapted it for diverse learners – attending both to subject specific learning and the development of academic language – and assessed student work.

Each assessment is scored by qualified and trained teachers and teacher educators who are subject matter experts with experience supporting beginning teachers. Half of current scorers are recruited from higher education and half are recruited from P-12 educators, including National Board Certified Teachers.

While it is not currently a part of Oklahoma’s Teacher Certification Process, ECU chose to transition to edTPA as a better resource to provide evidence of a teacher’s readiness to enter the profession that can be acted upon to support program improvement. The feedback provided to teacher candidates and institutions will support ongoing inquiry and professional learning. edTPA offers a rigorous measure of entry-level teaching skills and readiness for the classroom – regardless of the path candidates take to teaching – that can be used across programs, focusing attention on the capacity to teach.
Preparation for Critical Dimensions of Teaching

The edTPA process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of students. Candidates' evidence is evaluated and scored within the following five dimensions of teaching:

1. **Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/assessments. Candidates demonstrate how their plans align with content standards, build upon students' prior academic learning and life experiences and how instruction is differentiated to address student needs.

2. **Instructing and Engaging Students in Learning** includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning activities. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject matter understandings.

3. **Assessing Student Learning** includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students, and explain how their feedback guides student learning.

4. **Analysis of Teaching Effectiveness** is addressed in commentaries within Planning, Instruction and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs and principles of research and theory. In instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next steps for individuals and groups with varied learning needs.

5. **Academic Language Development** is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.
Guidelines for supporting edTPA candidates

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates’ readiness for licensure.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are encouraged. Consistent with research on student learning (Black and William, 1998), programs are encouraged to help candidates examine the outcomes of the assessment in meaningful ways and discuss how they will demonstrate their performance in relation to those outcomes. An ideal way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics. Take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout your program.

Candidates are learning how to teach and are being guided by more experienced teachers, often in co-teaching contexts. Educators offering support should discourage any attempts by candidates to fabricate evidence or plagiarize work. However, many, if not most, candidates will use or adapt curriculum materials developed by others. Candidates should cite the source of adapted materials, including materials received from experienced teachers.

Professional responsibilities for candidates as they develop evidence for edTPA, including protecting confidentiality, citing sources of materials, etc. are outlined in the edTPA handbook.

Strategies for Formative Support
Formative support may be offered during academic terms prior to the completion of edTPA in a clinical experience or may extend early in the term edTPA is formally developed and submitted. Acceptable forms of formative support include:

- Providing explanations of terminology and concepts covered by edTPA
- Examining the language, structure and progression of the edTPA rubrics during formative experiences throughout the program.
- Assigning formative tasks during coursework, e.g., analyzing video clips of teaching and learning, constructing a unit of instruction, assessing student work.
- Distributing edTPA support documents such as Making Good Choices
- Discussing samples of previously completed edTPA portfolio materials (with appropriate permissions granted).
- Using the rubrics for evaluating course assignments or other formative assessments in the program.
- Using rubric constructs or rubric language to debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in the edTPA, such as an Academic Language seminar.
- Arranging technical and logistical support for video recording and uploading documents into electronic platforms.
## Acceptable and Unacceptable Forms of Support

The chart below provides specific types of support that are acceptable and unacceptable once candidates draft artifacts and commentaries for their **summative edTPA portfolio** that is to be formally submitted for official scoring (through Evaluation Systems of Pearson).

<table>
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<tr>
<th><strong>TYPE of SUPPORT</strong></th>
<th><strong>ACCEPTABLE</strong></th>
<th><strong>UNACCEPTABLE</strong></th>
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<tbody>
<tr>
<td>Feedback</td>
<td>Encourage candidates to reflect on their responses and artifacts in reference to theory/research; and to reach their own conclusions about their teaching practice.</td>
<td>Offering alternative responses to commentary prompts</td>
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<td></td>
<td>Suggesting changes to be made in an edTPA draft or final version</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using edTPA rubrics to provide scores for official edTPA instruction/lessons</td>
</tr>
<tr>
<td>Debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process</td>
<td>Discussions with candidates aimed at improving teaching competence aligned with program values and edTPA rubric constructs.</td>
<td>Leading comments, about the clinical observations, aimed at helping a candidate pass edTPA.</td>
</tr>
<tr>
<td>Curriculum Materials or Instructional Strategies</td>
<td>Discussing curriculum materials or instructional and assessment strategies in a seminar or field observation, leaving it to candidates to make selections and/or adaptations based on their own knowledge of their students’ and on the content to be taught.</td>
<td>Making choices about curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate.</td>
</tr>
<tr>
<td>Editing</td>
<td>No editing of edTPA is acceptable</td>
<td>Any editing of edTPA commentaries or artifacts (correcting conventions, spelling, punctuation, etc.) is unacceptable.</td>
</tr>
<tr>
<td>Electronic Platforms</td>
<td>Supporting candidates to use electronic platforms such as TaskStream, LiveText or Chalk &amp; Wire</td>
<td>Uploading artifacts or commentaries for candidates</td>
</tr>
<tr>
<td>Handbooks &amp; Templates</td>
<td>Providing password-protected electronic access to edTPA handbooks and templates</td>
<td>Displaying or discussing edTPA handbooks, prompts, rubrics and templates in publicly accessible electronic platforms or websites.</td>
</tr>
<tr>
<td>Rubrics Explanation</td>
<td>Explaining rubric constructs or rubric language to provide candidates with guidance on how their performance will be evaluated formally once submitted.</td>
<td>Using edTPA rubrics to provide formal feedback &amp;/or scores on drafts of edTPA tasks.</td>
</tr>
<tr>
<td>Support Documents</td>
<td>Sharing support documents from the Resource Library at edtpa.aacte.org or Evaluation Systems such as “Making Good Choices”, video tutorials, help line assistance, etc.</td>
<td>Sharing official training materials (Thinking Behind the Rubrics, candidate samples, artifacts, and benchmarks) provided by SCALE and/or Evaluation Systems.</td>
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<tr>
<td>Technical Assistance</td>
<td>Arranging technical resources for video recording and guidance with uploading documents into electronic platforms. Ensuring that candidates understand the video requirements (number of clips, time limits, etc) for their subject area as well as the evidence that should be visible in their videos.</td>
<td>Telling candidates which clips to select; reviewing video clips and offering formal feedback/scoring of the clips.</td>
</tr>
</tbody>
</table>

University Contacts

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