

## College of Education

### Field Experience Philosophy

The framework for the University of Oklahoma Teacher Education PLUS (TE-PLUS) Program emphasizes Professionalism, Leadership, Understanding, and Scholarship as key outcomes. There are six goals and roles related to those broader outcomes. They are educator, communicator, decision maker, scholar, researcher, and leader. In each of the three field experiences prior to internship, students are expected to have experiences in which they can learn and demonstrate competency related to the six goals and roles. Below are statements of the indicators of those outcomes we think should be experienced and demonstrated for each of the field experiences.

#### *Level I Field Experience Expectations*

##### Professional Demeanor

1. Demonstrates knowledge of, and sensitivity to, contextual factors (e.g., students' culture and/or socioeconomic background) that influence students.
2. Communicates well with students and adults.
3. Is friendly, cooperative, and punctual.
4. Handles constructive feedback appropriately.
5. Exhibits appropriate and ethical behavior.
6. Models a positive attitude toward learning.

##### Educator

7. Experiences the different facets of the teacher's job (e.g., teaching, planning, completing paperwork, etc).
8. Experiences the organization of a classroom (e.g., number of students, schedule, modes of instruction, teacher interaction with students, etc.).
9. Experiences the organization of the school (e.g., number of students and teachers, schedule, subjects taught, special teachers, special services, etc.).

#### *Level II Field Experience Expectations*

##### Educator

1. Demonstrates knowledge of contextual factors (e.g., students' culture and/or socioeconomic background) that influence students.
2. Demonstrates a sensitivity to contextual factors (e.g., students' culture and/or socioeconomic background) that influence students.
3. Demonstrates knowledge of best practices related to effective teaching.
4. Demonstrates understanding of the learning process in designing learning experiences.

##### Communicator

5. Communicates well with students and adults.

6. Uses appropriate language when interacting with students, staff, and parents.
7. Listens attentively to students and staff.
8. Demonstrates willingness to interact with all students within the class.

#### Decision Maker

9. Uses common sense in making every day decisions regarding their field experience.
10. Demonstrates confidence in content and teaching strategies necessary for good decision making.

#### Researcher

11. Inquires about best practices related to effective teaching.
12. Inquires about sources of, and solutions to, classroom problems.

#### Scholar

13. Demonstrates good understanding of the content she/he will be teaching.
14. Demonstrates a scholarly approach to the role of classroom teacher and professional educator.

#### Leader

15. Shows confidence when interacting with students, staff, and parents.
16. Takes initiative when appropriate.

#### Professional Demeanor

17. Is friendly, cooperative, organized, and punctual.
18. Handles constructive feedback appropriately.
19. Exhibits appropriate and ethical behavior.

### *Level III Field Experience*

#### Educator

1. Plans learning experiences based on an understanding of students' growth and development as well as the learning process, addressing the needs of individuals and the group.
2. Demonstrates an awareness of individual differences, including diversity represented.
3. Provides a learning environment that is dynamic and engaging for all students.
4. Provides a learning environment that promotes problem solving, critical inquiry, and collaboration.
5. Demonstrates best practices related to effective teaching.
6. Uses multiple forms of assessment to determine if students are progressing toward goals for learning.
7. Demonstrates effective use of technology available in the classroom.
8. Knows how to integrate the Priority Academic Student Skills (PASS) objectives into the curriculum.

### Communicator

9. Communicates well with students and adults.
10. Uses appropriate language when interacting with students, staff, and parents.
11. Listens attentively to students and staff.

### Decision Maker

12. Demonstrates good decision making in regard to content and teaching strategies.
13. Uses common sense in making every day decisions regarding their field experience.

### Scholarship

14. Understands the content being taught and uses appropriate pedagogy to help make it more meaningful to students.
15. Investigates sources of, and solutions to, classroom problems.
16. Demonstrates critical self-reflection with students and colleagues.
17. Understands the legal aspects of teaching including the rights of students, parents/families, and the legal rights and responsibilities of the teacher.
18. Demonstrates an understanding of the Oklahoma core curriculum and develops instructional plans based on Priority Academic Student Skills (PASS).
19. Practices pedagogy reflecting current educational theories.
20. Practices pedagogy reflecting the Oklahoma Criteria for Effective Teaching.

### Researcher

21. Investigates best practices related to effective teaching.
22. Investigates sources of, and solutions to, classroom problems.

### Leader

23. Implements classroom management that help students become increasingly, responsible for managing their own behavior.
24. Provides a psychologically safe environment which is conducive to learning.
25. Encourage, positive behavior and redirects negative behavior.
26. Demonstrates effective techniques for handling disruptive students.
27. Takes initiative when appropriate.

### Professional Demeanor

28. Demonstrates knowledge of, and sensitivity to, contextual factors (e.g., students' culture and/or socioeconomic background) that influence students.
29. Is friendly and cooperative.
30. Handles constructive feedback appropriately.
31. Exhibits appropriate and ethical behavior.
32. Is organized.
33. Models and encourages a positive attitude toward learning.