



OUACHITA
BAPTIST UNIVERSITY

Ouachita Baptist University



Tiger Teacher Candidate and Residency Handbook

Updated Fall 2026

Any updates will be published on the
Huckabee School of Education Website



"Now this is eternal life: that they know you, the only true God, and Jesus Christ, whom you have sent. I have brought you glory on earth by finishing the work you gave me to do." John 17:3-4 (NIV)

Dear Future Teachers,

Welcome to an amazing journey here at OBU as you take the next steps to becoming a life-changing educator. We truly believe that teaching is a calling and that we have a perfect example to follow as we sharpen and solidify our personal philosophies of teaching. During His time on earth, Jesus was the Master Teacher and implemented a countless number of lessons that are still being taught and learned today. His pedagogy and instructional decisions have impacted students for all eternity, and His individual approach is one worth utilizing in the classroom. Furthermore, His instructional methods are ones worth learning in our courses as we pursue a major in elementary, middle school, secondary, and K-12 education.

As we learn and teach together, our hope is that we begin with building effective and appropriate relationships with students. We want to strive to establish an atmosphere of respect, rapport, care, and investment from the very first moment students enter our classrooms. We want to set high expectations for students to achieve as they solve problems, collaborate with peers, and analyze and evaluate academic concepts.

In addition, our goal is to take a pragmatic approach, where we are able to immediately apply our theoretical knowledge to engaging learning activities, classroom simulations, and field experiences. We want everyone to be confident and steadfast in their educational knowledge and pedagogical skills, so that we may find success during our capstone experience of student teaching residency as well as in our future career.

We undoubtedly know that teaching is a rewarding, yet humbling experience and requires a sound philosophy enriched with thorough content knowledge, strong dispositions, and engaging pedagogical skills. As a teacher, God has given us tremendous work to accomplish, and with His earthly example, we will continue each day to complete the work He has given us to do.

As the dean of the Huckabee School of Education, I am grateful for the opportunity to work with you. I am a graduate of this program and proud to be from a family of teachers. I believe teaching is a calling, and I am glad you have heard the call.

Sincerely,

Dr. Rachel Pool
Dean, Huckabee School of Education
Ouachita Baptist University



OUACHITA
BAPTIST UNIVERSITY

Introduction

The Tiger Teacher Education Handbook is to provide information regarding the requirements, policies, and procedures that govern Teacher Education.

Please use this Handbook as a reference throughout your involvement in the Teacher Education Program at Ouachita Baptist University. The Teacher Education Unit includes all programs for teacher licensure in Elementary Education (K-6); Middle School (4-8); Secondary Education (7-12) in English, Math, Physics-Math, Life Science-Biology, Physical Science-Chemistry, Social Studies, Drama/Theatre Arts; and K-12 Education in Kinesiology – Physical Education, Art, Drama/Speech, and Music Education (Choral or Instrumental).

If you have questions, please contact your **advisor** and/or one of the following:

Dr. Rachel Pool	Dean, Huckabee School of Education 870-245-5162; poolr@obu.edu
Dr. Carrie Sharp	Chair of the Department of Education 870-245-5232; sharp@obu.edu
Mrs. Allison Hughes	Assistant Professor of Education 870-245-5153; hughesa@obu.edu
Mrs. Tina Hobbs	Director of Student Teaching Professional Licensure Officer 870-245-5163; hobbst@obu.edu
Mrs. Tammy Barnes	Administrative Assistant 870-245-5154; barnest@obu.edu

The Huckabee School of Education is made of two departments: The Department of Education and the Department of Kinesiology. The Teacher Education Unit is comprised of the Huckabee School of Education faculty and faculty in other schools who assist in the preparation of teachers in other content areas.

Department of Education Faculty

Dr. Gail Hughes, Director of Graduate Studies
In Curriculum and Instruction

Department of Kinesiology Faculty

Dr. Terry DeWitt, Director of Graduate
in Exercise Science
Dr. Katie Coggins, Assistant Professor
Mr. Graham Cole, Instructor
Mrs. Reagan Hardage, Asst Professor
Dr. Hallie Wallace, Associate Professor



Vision

Our vision is to equip and empower our candidates to become teachers like the Master.

Mission

Our mission is to provide the curriculum and environment that will prepare future teachers who:

- ☐ Are student-centered and see teaching as ministry;
- ☐ Possess the knowledge, skills, and dispositions for effectively educating *all* students;
- ☐ Are life-long learners involved in their disciplines and professional development.

At OBU this happens in a Christ-Centered environment.

Statement of Belief

We believe OBU Teacher Education candidates:

- ☐ Love students and see teaching as ministry;
- ☐ Have high expectations and want to serve as appropriate role models for their students;
- ☐ Are enthusiastic about their teaching fields, subjects, and methodologies; and possess the necessary human relation skills and personal dispositions to be effective in workplaces with diversity;
- ☐ Are life-long learners through involvement in their disciplines and professional development.

We believe the OBU Teacher Education curriculum:

- ☐ Develops in each candidate general knowledge, technological knowledge, and content knowledge in their chosen discipline;
- ☐ Equips each candidate through knowledge of educational research to plan curriculum appropriate for students, content, and course objectives;
- ☐ Equips each candidate with the skills to integrate his/her discipline with other disciplines.

We believe the OBU Teacher Education Clinical Experiences:

- ☐ Provide practical applications for skills and techniques learned throughout the Teacher Education Program;
- ☐ Are provided in the University classrooms and in the public school classrooms with model cooperating teachers to give candidates a realistic view of the teaching profession;
- ☐ Demonstrate decision-making skills based on an understanding of human development and learning theory to meet the individual needs and cultural background of all students.



Core Partnerships Beliefs

Core partners require high expectations, challenging curriculum, data-driven decision-making, strong content, effective pedagogy, and clear and positive communication. Created with input from various stakeholders, both OBU and partners commit to striving to the following goals:

- 1) Increase student achievement
- 2) Hire and retain highly effective staff
- 3) Increase engagement and understanding of district initiatives and resources
- 4) Ensure that our schools are trusted as a safe place for our students, staff, and community
- 5) Collaborate to co-construct quality and relevant teacher preparation by engaging in ongoing data sharing and analysis between districts and the OBU EPP.

Teacher Education Advisory Board

The Teacher Education Advisory Board is composed of area administrators and teachers of schools in which candidates are regularly placed for field experience and student teaching and those willing to meet during the year to assess concerns in education, our partnership, and make suggestions to the OBU Teacher Education program.

The purpose of the Board is to:

- Facilitate communication between OBU and public school partners
- Provide feedback about partnerships as to what is working and what could be improved
- Provide a venue for discussing and exploring ways to enhance partnership experiences
- Share requirements from the State of Arkansas and accrediting bodies
- Share goals and processes for achieving excellence in education at all levels.

Teacher Education Council

The TEC comprises representatives from all licensure areas. This body approves applicants for admission to teacher education, admission to the Yearlong Residency, assists with Portfolio Interviews and is an integral part of decision-making for the Teacher Education Program.

Division of Elementary and Secondary Education

The role of the Division of Elementary and Secondary Education is to create policies based on legislative mandates and to provide leadership to institutions involved in teacher education. The Office of Teacher Licensure interprets the regulations mandated by the State Board of Education. Our Teacher education preparation programs are continually monitored to insure that changes in state licensure requirements are met and that candidates are prepared for the ever-changing role of the professional teacher. Licensure information is located on the department's web page: <http://dese.ade.arkansas.gov/>



Conceptual Framework

The Conceptual Framework of the Teacher Education Program at Ouachita Baptist University articulates the underlying philosophy of the program. Courses are built from the Conceptual Framework that includes the importance of the foundational role of the liberal arts. Candidates develop the knowledge, skills, and dispositions required of a teacher through completion of the OBU program in their specific licensure area, which is designed around the conceptual framework. In addition, assessment of the ability of candidates and their readiness to teach is based on the conceptual framework.

The Vision, Mission, Beliefs and Conceptual Framework of the Teacher Education Program emphasize the expectations for candidates, faculty and public school partners. A competent, Christ-centered candidate will create content-rich, creative learning environments for all students. The candidate cares, communicates, collaborates using a variety of methods to engage students, families and colleagues in accordance with Arkansas Teacher Excellence and Support System (TESS) and Aspiring Teacher Rubric (ATR) Domain 1 *Planning and Preparation*, Domain 2 *Classroom Environment*, Domain 3 *Instruction*, and Domain 4 *Professional Responsibilities*.

The Competent, Christ-Centered Candidate:

CREATES - Planning and Preparation

Domain 1: The teacher creates content-rich, creative learning environments for all students.

CARES- Classroom Environment

Domain 2: The teacher exhibits human relation skills that support the development of human potential.

COMMUNICATES - Instruction

Domain 3: The teacher communicates collaboratively using a variety of methods to engage students, families, and colleagues.

COLLABORATES - Professional Responsibility

Domain 4: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support the learning and well-being of students.

CREATES – Planning and Preparation

The teacher creates content-rich, creative learning environments for all students.

1a Demonstrating Knowledge of Content and Pedagogy

Content Knowledge
Prerequisite relationships
Content pedagogy

1b Demonstrating Knowledge of Students

Child development
Learning process
Special needs
Student skills, knowledge, and proficiency
Interests and cultural heritage

1c Setting Instructional Outcomes

Value, sequence and alignment
Clarity
Balance
Suitability for diverse learners

1d Demonstrating Knowledge of Resources

For classroom
To extend content knowledge
For students

1e Designing Coherent Instruction

Learning activities
Instructional materials and resources
Instructional groups
Lesson and unit structure

1f Designing Student Assessments

Congruence with outcomes
Criteria and standards
Formative assessments
Use for planning

CARES - Classroom Environment

The teacher exhibits human relation skills that support the development of human potential.

- 2a Creating an Environment of Respect and Rapport**
 - Teacher Interaction with students
 - Student Interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content
 - Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations
 - Monitoring behavior
 - Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and resources

COMMUNICATES - Instruction

The teacher communicates collaboratively using a variety of methods to engage students, families, and colleagues.

- 3a Communicating with Students**
 - Expectations for learning
 - Directions and procedures
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments
 - Student groups
 - Instructional materials and resources
 - Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

COLLABORATES – Professional Responsibility

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support the learning and well-being of students.

- 4a Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c Communicating with Families**
 - About instructional program
 - About individual students
 - Engagement of families in Instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues
 - Participation in school projects
 - Involvement in culture of professional inquiry
 - Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct
 - Service to students
 - Advocacy
 - Decision-making
 - Compliance with school/district regulations



Licensure Programs

The OBU Teacher Education Unit offers programs leading to the Degree of Bachelor of Arts and Bachelor of Music Education and to licensure to teach in the public schools of Arkansas.

Candidates may make their career choices from the following Licensure areas:

- Elementary Education (K-6)
- Elementary Education (K-6) w/ 3&4 year old Endorsement
- Middle School Education (4-8)
- Art Education (K-12)
- Drama/Speech (K-12)
- Kinesiology Teaching–Physical Education and Health (K-12)
- Music Education – Choral (K-12)
- Music Education – Instrumental (K-12)
- Secondary Education (7-12)
 - Biology
 - Chemistry
 - English
 - Mathematics
 - Physics/Mathematics
 - Social Studies
 - Drama/Theatre

Endorsements and Minors are not required but they may be added to licensure area.

- 3 & 4 year old Endorsement
- Special Education Endorsement (SPED)
- Education Studies Minor
- Coaching Minor/Endorsement
- Exercise Science Minor
- Recreation and Sports Administration Minor
- Recreation and Sports Ministry Minor

General Information for All Candidates

NOTE: Applicants seeking admission to the Teacher Education Program or Residency must meet the licensure requirements that are in effect at the time of application and will supersede catalog information.

The following pages include a sample course outline for each of the majors in the Teacher Education Program. These programs of study are provided only to demonstrate how the requirements might be met in a timely manner. Candidates and advisors may move courses from one semester to another as long as prerequisites are met. In addition to coursework, all candidates for licensure must complete the appropriate test sequence.



**OBU Department of Education
Elementary Education Licensure K-6
Degree Plan (123 hours)**

Semester 1 ___CORE 1012 OBU Connections ___CORE 1023 Contemporary World ___CORE 1043 Composition I ___CORE 1113 Survey of the Bible ___COMM 1003 Fundamentals of Pub Speaking ___EDFN 2003 Foundations of Education TTH 12:30 17 hours	Semester 2 ___CORE 1123 Interpreting the Bible ___CORE 2243 History of World Societies ___ELED 2223 Art, Drama, Movement & Music MW 11 ___EDFN 2043 Tchg Stu/Multi & Div Bckgrds MWF 10 ___PSYC 1013 General Psychology 15 hours
Semester 3 ___CORE 2233 World Literature ___EDFN 2053 Child & Adolescent Dev TTH 11 ___HIST 2003 U.S. History to 1877 ___MATH 2123 Number Sense & Operations* MWF 8 ___xxxx xxx3 Foreign Language I 15 hours	Semester 4 ___CORE 2334 Scientific Inquiry ___EDFN 2012 Instructional Technology online ___ELED 2033 Reading: Children's Literature**MWF 9 ___MATH 3123 Geometry & Algebra MWF 1 ___xxxx xxx3 Foreign Language II 15 hours
Semester 5*** Dean's Check ___CORE 3023 Scientific Connections MWF 11 ___ELED 3023 Teaching/Social Studies MWF 10 ___ELED 3093 Reading: Foundations TTH 8:30 ___HIST 3523 Arkansas History TTH 2:00 ___MATH 3133 Prob/Data Analysis, & Comp MWF 1 15 hours	Semester 6 - Portfolio, end of semester Praxis II ___EDFN 3083 Teaching Exceptional Learner TTH 11 ___ELED 3453 Elem Curriculum TTH 8:30 ___ELED 4023 Reading & Writing MWF 10 ___FINA 3xx3 Fine Arts: Choice ___NSCI 3003 Nat'l Science for Tchrs MWF 8 ___FINA 4011 Arts Engagement Series 16 hours
Semester 7 - end of the semester Reading test ___KIN 1002 Wellness MF 9 ___ELED 4243 Reading:Diagnostics MF 10 ___EDFN XXX3 Student Teaching Seminar I MF 11 ___EDFN XXX7 Student Teaching I TWTH 15 hours	Semester 8 ___EDFN 4123 Learning Theories & Assessment M 9 ___EDFN XXX3 Student Teaching Seminar II M 10:30 ___EDFN XXX9 Student Teaching II TWTHF 15 hours



OBU Department of Education
Elementary Education Licensure K-6 and 3 and 4 Year Old Endorsement
Degree Plan (135 hours) - Start Program in Semester 3

Semester 1 __CORE 1012 OBU Connections __CORE 1023 Contemporary World __CORE 1043 Composition I __CORE 1113 Survey of the Bible __EDFN 2003 Foundations of Education TTH 12:30 __COMM 1003 Fundamentals of Pub Speaking 17 hours	Semester 2 __CORE 1123 Interpreting the Bible __CORE 2243 History of World Societies __ELED 2223 Art, Drama, Mvment & Music MW 11 __EDFN 2043 Tchg Stu/Multil&Div Bckgrds MWF 10 __PSYC 1013 General Psychology 15 hours
Semester 3 __CORE 2233 World Literature __EDFN 2053 Child & Adolescent Dev TTH 11 __HIST 2003 U.S. History to 1877 __MATH 2123 Number Sense & Operations* MWF 8 __xxxx xxx3 Foreign Language I __ECED 2103 Foundations of ECED**** MWF 11 18 hours	Semester 4 __CORE 2334 Scientific Inquiry __EDFN 2012 Instructional Technology online __ELED 2033 Reading:Children's Literature**MWF 9 __MATH 3123 Geometry & Algebra MWF 1 __xxxx xxx3 Foreign Language II __ECED 3123 Techniques & Assessment EC MWF 11 18 hours
Semester 5*** Dean's Check __CORE 3023 Scientific Connections MWF 11 __ELED 3023 Teaching/Social Studies MWF 10 __ELED 3093 Reading: Foundations TTH 8:30 __HIST 3523 Arkansas History TH 2 __MATH 3133 Prob/Data Analysis,&Comp MWF 1 __ECED 4033 Curriculum Prin for EC MWF 11? 18 hours	Semester 6 - Portfolio, end of semester Praxis II __EDFN 3083 Teaching Exceptional Learner TTH 11 __ELED 3453 Elem Curriculum TTH 8:30 __ELED 4023 Reading & Writing MWF 10 __FINA 3xx3 Fine Arts: Choice __NSCI 3003 Nat'l Science for Tchrs MWF 8 __ECED 4043 Practicum in EC & Clrm Mgmt MWF 11 __FINA 4011 Arts Engagement Series 19 hours
Semester 7 - end of the semester Reading test __KIN 1002 Wellness MF 9 __ELED 4243 Reading: Diagnostics MF 10 __EDFN XXX3 Student Teaching Seminar I MF 11 __EDFN XXX7Student Teaching I TWTH 15 hours	Semester 8 __EDFN 4123 Learning Theories & Assessment M 9 __EDFN XXX3 Student Teaching Seminar II M 10:30 __EDFN XXX9 Student Teaching II TWTHF 15 hours



OBU Department of Education
Elementary Education Licensure K-6 and Special Education Endorsement
Degree Plan (132 hours) - Take TEL in Semester 3 or Semester 4

Semester 1 __CORE 1012 OBU Connections __CORE 1023 Contemporary World __CORE 1043 Composition I __CORE 1113 Survey of the Bible __EDFN 2003 Foundations of Education TTH 12:30 __COMM1003 Fundamentals of Pub Speaking 17 hours	Semester 2 __CORE 1123 Interpreting the Bible __CORE 2243 History of World Societies __ELED 2223 Art, Drama, Move & Music MW 11 __EDFN 2043 Tchg Stu/Multil& Div Bckgrds MWF 10 __PSYC 1013 General Psychology 15 hours
Semester 3 __EDFN 2053 Child & Adolescent Dev TTH 11 __HIST 2003 U.S. History to 1877 __HIST 3523 AR History TH 2 __MATH 2123 Number Sense & Operations* MWF 8 __xxxx xxx3 Foreign Language I 15 hours	Semester 4 __CORE 2334 Scientific Inquiry __EDFN 2012 Instructional Technology online __ELED 2033 Reading: Children's Lit** MWF 9 __MATH 3123 Geometry & Algebra MWF 1 __xxxx xxx3 Foreign Language II __EDFN 3083 Teaching Ex Learners**** TTH 11 18 hours
Semester 5*** Dean's Check __CORE 3023 Scientific Connections MWF 11 __ELED 3023 Teaching/Social Studies MWF 10 __ELED 3093 Reading: Foundations TH 8:30 __MATH 3133 Prob/Data Analysis,&Comp MWF 1 __SPED 4003 Assmt & Diff of Div Lrners __SPED 4013 Instruct'l Progrmg for Div Lrners 18 hours	Semester 6 - Portfolio, end of semester Praxis II __CORE 2233 World Literature __ELED 3453 Elem Curriculum TH 8:30 __ELED 4023 Reading & Writing MWF 10 __FINA 3xx3 Fine Arts: Choice __NSCI 3003 Nat'l Science for Tchrs MWF 8 __SPED 3093 Classroom & Behavior Mgmt __FINA 4011 Arts Engagement Series 19 hours
Semester 7 - end of the semester Reading test __KIN 1002 Wellness MF 9 __ELED 4243 Reading: Diagnostics MF 10 __EDFN XXX3 Student Teaching Seminar I MF 11 __EDFN XXX7 Student Teaching I TWTH 15 hours	Semester 8 __EDFN 4123 Learning Theories & Assessment M 9 __EDFN XXX3 Student Teaching Seminar II M 10:30 __EDFN XXX9 Student Teaching II TWTHF 15 hours



OBU Department of Education
Middle School Education Grades 4-8
English Emphasis and Science of Reading Awareness
Degree Plan (120 hours)

Semester 1 ___ CORE 1012 OBU Connections ___ CORE 1023 Contemporary World ___ CORE 1043 Composition I ___ CORE 1113 Survey of the Bible ___ EDFN 2003 Foundations of Education TTH 12:30 14 hours	Semester 2 ___ CORE 1123 Interpreting the Bible ___ CORE 2243 History of World Societies ___ COMM1003 Fundamentals of Pub Speaking ___ ENGL 2013 English Studies ___ MATH 1033 Math for Liberal Arts 15 hours
Semester 3 ___ CORE 2233 World Literature ___ EDFN 2053 Child & Adolescent Dev TTH 11 ___ ENGL 2023 Trad. & Tranfmtl Grammar ___ ENGL 3783 Mythology ___ PSYC 1013 General Psychology 15 hours	Semester 4 ___ CORE 2334 Scientific Inquiry ___ EDFN 2012 Instructional Technology online ___ EDFN 2043 Tchg Stu/Multi&Div Bckgrds MWF 1 ___ MSED 2XX3 Reading: Children's Literature*MWF 9 ___ ENGL 3303 Childrn's & Yng Adlt Lit 15 hours
Semester 5** Dean's Check ___ CORE 3023 Scientific Connections MWF 11 ___ MSED 3XX3Reading: Foundations*** TTH 8:30 ___ ENGL 4223 Shakespeare (Fall even) ___ FINA 3xx3 Fine Arts Choice ___ xxxx xxx3 Foreign Language I 15 hours	Semester 6 - Portfolio, end of semester Praxis II ___ EDFN 3083 Teaching Exceptional Learner TTH 11 ___ MSED 3043 Mid Schl Methods & Clrm Mgt MW 12:30 ___ MSED 4023 Reading & Writing MWF 10 ___ PSCI 2013 American Nat Gov ___ xxxx xxx3 Foreign Language II ___ FINA 4011 Arts Engagement Series 16 hours
Semester 7 - end of the semester Reading test ___ KIN 1002 Wellness MF 9 ___ ENGL 3003 Creative Non-Fiction MF 10 ___ EDFN XXX3 Student Teaching Seminar I MF 11 ___ EDFN XXX7 Student Teaching I 15 hours	Semester 8 ___ EDFN 4123 Learning Theories & Assessment M 9 ___ EDFN XXX3 Student Teaching Seminar II M 10:30 ___ EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education
Middle School Education Grades 4-8
Math Emphasis and Science of Reading Awareness
Degree Plan (120 hours)

Semester 1 __ CORE 1012 OBU Connections __ CORE 1023 Contemporary World __ CORE 1043 Composition I __ CORE 1113 Survey of the Bible __ EDFN 2003 Foundations of Education TTH 12:30 14 hours	Semester 2 __ CORE 1123 Interpreting the Bible __ CORE 2243 History of World Societies __ COMM1003 Fundamentals of Pub Speaking __ MATH 1033 Math for Liberal Arts __ PSYC 1013 General Psychology 15 hours
Semester 3 __ CORE 2233 World Literature __ EDFN 2053 Child & Adolescent Dev TTH 11 __ EDFN 2043 Tchg Stu/Multil&Div Bckgrds MWF 1 __ MATH 2123 Number Sense & Operations** MWF 8 __ PSCI 2013 American Nat Gov 15 hours	Semester 4 __ CORE 2334 Scientific Inquiry __ EDFN 2012 Instructional Technology online __ MATH 1003 College Algebra __ MSED 2XX3 Reading: Children's Literature*MWF 9 __ MATH 3123 Geometry & Algebra/MS MWF 1 15 hours
Semester 5*** Dean's Check __ CORE 3023 Scientific Connections MWF 11 __ MSED 3XX3 Reading: Foundations**** TTH 8:30 __ MATH 1103 Intro to Cryptology MWF 9 __ MATH 3133 Prob, Data, & Comp/MS MWF 1 __ xxxx xxx3 Foreign Language I 15 hours	Semester 6 - Portfolio, end of semester Praxis II __ EDFN 3083 Teaching Exceptional Learner TTH 11 __ FINA 3xx3 Fine Art Choice __ MSED 3043 Mid Schl Methods & Clrm Mgt MW 12:30 __ MSED 4023 Reading & Writing MWF 10 __ xxxx xxx3 Foreign Language II __ FINA 4011 Arts Engagement Series 16 hours
Semester 7 - end of the semester Reading test __ KIN 1002 Wellness MF 9 __ MSED 4XX3 Reading: Diagnostics*** MF 10 __ EDFN XXX3 Student Teaching Seminar I MF 11 __ EDFN XXX7 Student Teaching I 15 hours	Semester 8 __ EDFN 4123 Learning Theories & Assessment M 9 __ EDFN XXX3 Student Teaching Seminar II M 10:30 __ EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education
Middle School Education Grades 4-8
Science Emphasis and Science of Reading Awareness
Degree Plan (122 hours)

Semester 1 ___ BIO 1014 Gen Biology I MWF 8 and 1 ___ CORE 1012 OBU Connections ___ CORE 1043 Composition I ___ CORE 1113 Survey of the Bible ___ MATH 1033 Math for Liberal Arts 15 hours	Semester 2 ___ BIO 1024 Gen Biology II MWF 8 ___ CORE 1123 Interpreting the Bible ___ CORE 1023 Contemporary World ___ EDFN 2003 Foundations of Education TTH 12:30 ___ PSYC 1013 General Psychology 16 hours
Semester 3 ___ CORE 2233 World Literature ___ EDFN 2053 Child & Adolescent Dev TTH 11 ___ CORE 2243 History of World Societies ___ COMM 1003 Fundamentals of Pub Speaking ___ PHYS 2024 College Physics I MWF 9 16 hours	Semester 4 ___ CHEM 1024 Fundamentals of Chemistry TTH 11 MWF ___ MSED 2XX3 Reading: Children's Literature*MWF 9 ___ EDFN 2012 Instructional Technology online ___ EDFN 2043 Tchg Stu/Multi&Div Bckgrds MWF 1 ___ PSCI 2013 American Nat Gov 15 hours
Semester 5** Dean's Check ___ EDFN 3083 Teaching Exceptional Learner TTH 11 ___ CORE 3023 Scientific Connections MWF 11 ___ MSED 3XX3 Reading: Foundations*** TTH 8:30 ___ FINA 3xx3 Fine Arts Choice ___ xxxx xxx3 Foreign Language I 15 hours	Semester 6 - Portfolio, end of semester Praxis II ___ ELECTIVE ___ MSED 3043 Mid Schl Methods & Clrm Mgt MW 12:30 ___ MSED 4023 Reading & Writing MWF 10 ___ NSCI 3003 Natural Science for Teachers/MS MWF 8 ___ xxxx xxx3 Foreign Language II ___ FINA 4011 Arts Engagement Series 16 hours
Semester 7 - end of the semester Reading test ___ KIN 1002 Wellness MF 9 ___ MSED 4XX3 Reading: Diagnostics*** MF 10 ___ EDFN XXX3 Student Teaching Seminar I MF 11 ___ EDFN XXX7 Student Teaching I 15 hours	Semester 8 ___ EDFN 4123 Learning Theories & Assessment M 9 ___ EDFN XXX3 Student Teaching Seminar II M 10:30 ___ EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education
Middle School Education Grades 4-8
Social Studies Emphasis and Science of Reading Awareness
Degree Plan (123 hours)

Semester 1 ___ CORE 1012 OBU Connections ___ CORE 1023 Contemporary World ___ CORE 1043 Composition I ___ CORE 1113 Survey of the Bible ___ EDFN 2003 Foundations of Education TH 12:30 14 hours	Semester 2 ___ CORE 1123 Interpreting the Bible ___ CORE 2243 History of World Societies ___ COMM 1003 Fundamentals of Pub Speaking ___ MATH 1033 Math for Liberal Arts ___ PSYC 1013 General Psychology 15 hours
Semester 3 ___ CORE 2233 World Literature ___ EDFN 2053 Child & Adolescent Dev TTH 11 ___ HIST 2003 U.S. History to 1877 ___ HIST 3523 Arkansas History TTH 2 ___ PSCI 2013 American Natl Gov 15 hours	Semester 4 ___ CORE 2334 Scientific Inquiry ___ EDFN 2012 Instructional Technology online ___ EDFN 2043 Tchg Stu/Multi&Div Bckgrds MWF 1 ___ HIST 2013 U.S. History Since 1877 ___ MSED 2XX3 Reading: Children's Literature*MWF 9 15 hours
Semester 5** Dean's Check ___ CORE 3023 Scientific Connections MWF 11 ___ MSED 3023 Teaching/Social Studies MWF 10 ___ MSED 3XX3 Reading: Foundations*** TH 8:30 ___ FINA 3xx3 Fine Arts Choice ___ xxxx xxx3 Foreign Language I 15 hours	Semester 6 - Portfolio, end of semester Praxis II ___ EDFN 3083 Teaching Exceptional Learner TTH 11 ___ HIST xxx3 Upper Level History Course ___ MSED 3043 Mid Schl Methods & Clrm Mgt MW 12:30 ___ MSED 4023 Reading & Writing MWF 10 ___ xxxx xxx3 Foreign Language II ___ FINA 4011 Arts Engagement Series 16 hours
Any Winter/Summer Term: ___ GEOG 1003 Intro to Geography 3 hours	
Semester 7 - end of the semester Reading test ___ KIN 1002 Wellness MF 9 ___ MSED 4XX3 Reading: Diagnostics*** MF 10 ___ EDFN XXX3 Student Teaching Seminar I MF 11 ___ EDFN XXX7 Student Teaching I 15 hours	Semester 8 ___ EDFN 4123 Learning Theories & Assessment M 9 ___ EDFN XXX3 Student Teaching Seminar II M 10:30 ___ EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education
Biology and Secondary Education Grades 7-12
Degree Plan (131 hours)

Semester 1 ___BIOL 1014 Biology I MWF 8a or 1p ___CORE 1012 OBU Connections ___CORE 1043 Composition I ___CORE 1113 Survey of the Bible ___EDFN 2003 Foundations of Education TTH 12:30 ___MATH 1033 College Algebra 18 hours	Semester 2 ___BIOL 1024 Biology II MWF8a ___CORE 1023 Contemporary World ___CORE 1043 Composition II ___CORE 1123 Interpreting the Bible ___EDFN 2012 Instructional Technology online 15 hours
Semester 3 ___BIOL 2014 Human Anatomy/Phy I MWF 8a, 9a, 10a ___CHEM 1004 General Chemistry I MWF 9a, 10a ___COMM 1003 Fundamentals of Pub Speaking ___EDFN 2053 Child & Adolescent Dev TTH 11 ___xxxx xxx3 Foreign Language I 17 hours	Semester 4 ___BIOL 2024 Human Anatomy/Phy II MWF 8a, 9a, 10a ___CHEM 1014 General Chemistry II MWF 11a ___CORE 2243 History of World Societies ___PSCI 2013 American Nat Gov ___xxxx xxx3 Foreign Language II 17 hours
Semester 5 Dean's Check ___BIOL 3034 Ecology MWF 10a; Lab Mon pm ___BIOL 4044 Cell and Molecular TTH 11a; Lab Tu or Wed ___FINA 3xx3 Fine Arts Choice ___PHYS 2024 College Physics I MWF 9a; Lab Mon or Wed ___NSCI 3961 Lab Practicum 16 hours	Semester 6 - Portfolio, end of semester Praxis II ___BIOL 3014 Microbiology MWF 10a; Lab Mon or Thurs ___CORE 2233 World Literature ___EDFN 3083 Teaching Exceptional Learner TTH 11 ___PHYS 2034 College Physics II MWF 9a; Lab Mon or We ___SCED 3043 Sec Methods & Clrm Mgt MW 12:30 ___FINA 4011 Arts Engagement Series 18 hours
Semester 7 ___KIN 1002 Wellness MF 9 ___NSCI 3013 Methods in Science MF 10 ___EDFN XXX3 Student Teaching Seminar I MF 11 ___EDFN XXX7 Student Teaching I TWTH all day 15 hours	Semester 8 ___EDFN 4123 Learning Theories & Assessment M 9 ___EDFN XXX3 Student Teaching Seminar II M 10:30 ___EDFN XXX9 Student Teaching II TWTHF all day 15 hours



OBU Department of Education
Chemistry and Secondary Education Grades 7-12
Degree Plan (137 hours)

Semester 1 __ BIO 1014 Biology I __ CORE 1012 OBU Connections __ CORE 1043 Composition I __ CHEM 1004 General Chemistry I __ EDFN 2003 Foundations of Education TTH 12:30 __ MATH 1034 Pre-Calculus 20 hours	Semester 2 __ BIO 1024 Biology II __ COMM 1003 Fundamentals of Pub Speaking __ CORE 1043 Composition II __ CHEM 1014 General Chemistry II __ MATH 2014 Calculus I 18 hours
Semester 3 __ CORE 2243 History of World Societies __ CORE 1113 Survey of the Bible __ CHEM 2004 Quantitative Analysis __ CHEM 3004 Organic Chemistry I __ PHYS 2024 College Physics I 18 hours	Semester 4 __ CORE 1123 Interpreting the Bible __ CHEM 3104 Organic Chemistry II __ EDFN 2053 Child & Adolescent Dev TTH 11 __ EDFN 2012 Instructional Technology online __ PHYS 2034 College Physics II __ NSCI 3961 Lab Practicum 17 hours
Semester 5 Dean's Check __ CHEM 3053 Physical Chemistry I __ CORE 1023 Contemporary World __ EDFN 3083 Teaching Exceptional Learner TTH 11 __ FINA 3xx3 Fine Arts Choice __ PSCI 2013 American Nat Gov __ xxxx xxx3 Foreign Language I 18 hours	Semester 6 - Portfolio, end of semester Praxis II __ CORE 2233 World Literature __ CHEM 3272 Experimental Tech of Chem I __ CHEM 4023 Biochemistry I __ CHEM 4511 Directed Chemistry Research __ SCED 3043 Sec Methods & Clrm Mgt MW 12:30 __ xxxx xxx3 Foreign Language II __ FINA 4011 Arts Engagement Series 16 hours
Semester 7 __ KIN 1002 Wellness MF 9 __ NSCI 3013 Methods in Science MF 10 __ EDFN XXX3 Student Teaching Seminar I MF 11 __ EDFN XXX7 Student Teaching I 15 hours	Semester 8 __ EDFN 4123 Learning Theories & Assessment M 9 __ EDFN XXX3 Student Teaching Seminar II M 10:30 __ EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education

English and Secondary Education Grades 7-12

Degree Plan (125 hours) - Even Year

Semester 1 ___CORE 1012 OBU Connections ___CORE 1023 Contemporary World ___CORE 1043 Composition I ___CORE 1113 Survey of the Bible ___CORE 2233 World Literature or ENGL 3783 Mythology (on demand) 14 hours	Semester 2 ___CORE 1123 Interpreting the Bible ___COMM 1003 Fundamentals of Pub Speaking ___EDFN 2003 Foundations of Education TH 12:30 ___EDFN 2012 Instructional Technology online ___ENGL 2013 English Studies ___MATH 1033 Math for Liberal Arts 17 hours
Semester 3 ___CORE 2243 History of World Societies ___ENGL 2023 Grammar: Theory and Practice ___ENGL 3103 American Lit I ___ENGL 3653 British Lit III (odd fall) ___xxxx xxx3 Foreign Language I 15 hours	Semester 4 ___CORE 2334 Scientific Inquiry ___EDFN 2053 Child & Adolescent Dev TTH 11 ___ENGL 3113 American Lit II ___PSCI 2033 American National Gov or approved ___xxxx xxx3 Foreign Language II 16 hours
Semester 5 Dean's Check ___CORE 3023 Scientific Connections ___EDFN 3083 Teaching Exceptional Learner TTH 11 ___ENGL 3633 British Lit I (even fall) ___ENGL 4013 Special Methods in English ___ENGL 42x3 Choice of Shakespeare, Chaucer, Milton Or Lewis 15 hours	Semester 6 - Portfolio, end of semester Praxis II ___ENGL 3643 British Lit II (odd spring) ___ENGL 3073/ENGL 4023/ENGL 2073 Ling, HEL, Lit Crit ___ENGL 3303 Child's and YA Lit (odd spring) ___FINA 3xx3 Fine Arts Choice ___SCED 3043 SCED Methods & Clrm Mgt MW 12:30 ___FINA 4011 Arts Engagement Series 16 hours
Semester 7 ___KIN 1002 Wellness MF 9 ___ENGL 3003 Creative Nonfiction MF 10 ___EDFN XXX3 Student Teaching Seminar I MF 11 ___EDFN XXX7 Student Teaching I ___ENGL 3xx2 Writing Center Practicum TH evening 17 hours	Semester 8 ___EDFN 4123 Learning Theories & Assessment M 9 ___EDFN XXX3 Student Teaching Seminar II M 10:30 ___EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education
English and Secondary Education Grades 7-12
Degree Plan (125 hours) - Odd Year

Semester 1 __ CORE 1012 OBU Connections __ CORE 1023 Contemporary World __ CORE 1043 Composition I __ CORE 1113 Survey of the Bible __ CORE 2233 World Literature or ENGL 3783 Mythology (on demand) 14 hours	Semester 2 __ CORE 1123 Interpreting the Bible __ COMM 1003 Fundamentals of Pub Speaking __ EDFN 2003 Foundations of Education TH 12:30 __ EDFN 2012 Instructional Technology online __ ENGL 2013 English Studies __ MATH 1033 Math for Liberal Arts 17 hours
Semester 3 __ CORE 2243 History of World Societies __ ENGL 2023 Grammar: Theory and Practice __ ENGL 3633 British Lit I (even fall) __ ENGL 4013 Special Methods in English __ xxxx xxx3 Foreign Language I 15 hours	Semester 4 __ CORE 2334 Scientific Inquiry __ EDFN 2053 Child & Adolescent Dev TTH 11 __ ENGL 3643 British Lit II (odd spring) __ ENGL 3303 Child's and YA Lit (odd spring) __ xxxx xxx3 Foreign Language II 16 hours
Semester 5 Dean's Check __ CORE 3023 Scientific Connections __ EDFN 3083 Teaching Exceptional Learner TTH 11 __ ENGL 3653 British Lit III (odd fall) __ ENGL 3103 American Lit I __ ENGL 42x3 Choice of Shakespeare, Chaucer, Milton Or Lewis 15 hours	Semester 6 - Portfolio, end of semester Praxis II __ ENGL 3113 American Lit II __ ENGL 3073/ENGL 4023/ENGL 2073 Ling, HEL, Lit Crit __ PSCI 2033 American National Gov or approved __ FINA 3xx3 Fine Arts Choice __ SCED 3043 SCED Methods & Clrm Mgt MW 12:30 __ FINA 4011 Arts Engagement Series 16 hours
Semester 7 __ KIN 1002 Wellness MF 9 __ ENGL 3003 Creative Nonfiction MF 10 __ EDFN XXX3 Student Teaching Seminar I MF 11 __ EDFN XXX7 Student Teaching I __ ENGL 3xx2 Writing Center Practicum TH evening 17 hours	Semester 8 __ EDFN 4123 Learning Theories & Assessment M 9 __ EDFN XXX3 Student Teaching Seminar II M 10:30 __ EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education
Mathematics and Secondary Education Grades 7-12
Degree Plan (128 hours) - Even Year

Semester 1 __CORE 1012 OBU Connections __CORE 1043 Composition I __CORE 1113 Survey of the Bible __MATH 1034 PreCalculus MTWTHF 11 __MATH 1103 Cryptology MWF 9 15 hours	Semester 2 __CORE 1123 Interpreting the Bible __COMM 1003 Fundamentals of Pub Speaking __EDFN 2003 Foundations of Education TH 12:30 __MATH 2014 Calculus I MTWTHF 11 __PHYS 2054 University Physics I MWF 9 17 hours
Semester 3 __CORE 1023 Contemporary World __CORE 2243 History of World Societies __CSCI 1044 Programming I MWF 10 __MATH 2343 Proofs TTH __MATH 2024 Calculus II MTWTHF 11 17 hours	Semester 4 __CORE 2233 World Literature __EDFN 2012 Instructional Technology online __MATH 3003 Geometry MWF 9 __MATH 3034 Calculus III MTWTHF 11 __MATH 3063 Prob/Stats 15 hours
Semester 5 Dean's Check __CORE 3023 Scientific Connections __EDFN 2053 Child & Adolescent Dev TTH 11 __FINA 3xx3 Fine Arts Choice __MATH 3093 Linear Algebra TTH 8:30 __PSCI 2033 American National Gov or approved __xxxx xxx3 Foreign Language I 18 hours	Semester 6 - Portfolio, end of semester Praxis II __EDFN 3083 Teaching Exceptional Learner TTH 11 __MATH 3053 Abstract Algebra (if possible not at 11) __MATH 4883 Math for Secondary (if possible not at 11) __SCED 3043 SCED Methods & Clrm Mgt MW 12:30 __xxxx xxx3 Foreign Language II __FINA 4011 Arts Engagement Series 16 hours
Semester 7 __KIN 1002 Wellness MF 9 __MATH 4013 Methods in Secondary Math MF 10 __EDFN XXX3 Student Teaching Seminar I MF 11 __EDFN XXX7 Student Teaching I 15 hours	Semester 8 __EDFN 4123 Learning Theories & Assessment M 9 __EDFN XXX3 Student Teaching Seminar II M 10:30 __EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education
Mathematics and Secondary Education Grades 7-12
Degree Plan (128 hours) - Odd Year

Semester 1 __CORE 1012 OBU Connections __CORE 1043 Composition I __CORE 1113 Survey of the Bible __MATH 1034 PreCalculus MTWTHF 11 __MATH 1103 Cryptology MWF 9 15 hours	Semester 2 __CORE 1123 Interpreting the Bible __COMM 1003 Fundamentals of Pub Speaking __EDFN 2003 Foundations of Education TH 12:30 __MATH 2014 Calculus I MTWTHF 11 __PHYS 2054 University Physics I MWF 9 17 hours
Semester 3 __CORE 1023 Contemporary World __CSCI 1044 Programming I MWF 10 __EDFN 2053 Child & Adolescent Dev TTH 11 __MATH 2343 Proofs TTH __MATH 3093 Linear Algebra TTH 8:30 16 hours	Semester 4 __CORE 2243 History of World Societies __CORE 2233 World Literature __EDFN 3083 Teaching Exceptional Learner TTH 11 __MATH 3053 Abstract Algebra (if possible not at 11) __MATH 4883 Math for Secondary (if possible not at 11) 15 hours
Semester 5 Dean's Check __CORE 3023 Scientific Connections __EDFN 2012 Instructional Technology online __FINA 3xx3 Fine Arts Choice __MATH 2024 Calculus II MTWTHF 11 __PSCI 2033 American National Gov or approved __xxxx xxx3 Foreign Language I 18 hours	Semester 6 - Portfolio, end of semester Praxis II __MATH 3003 Geometry MWF 9 __MATH 3034 Calculus III MTWTHF 11 __MATH 3063 Prob/Stats __SCED 3043 SCED Methods & Clrm Mgt MW 12:30 __xxxx xxx3 Foreign Language II __FINA 4011 Arts Engagement Series 17 hours
Semester 7 __KIN 1002 Wellness MF 9 __MATH 4013 Methods in Secondary Math MF 10 __EDFN XXX3 Student Teaching Seminar I MF 11 __EDFN XXX7 Student Teaching I 15 hours	Semester 8 __EDFN 4123 Learning Theories & Assessment M 9 __EDFN XXX3 Student Teaching Seminar II M 10:30 __EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education
Mathematics/Physics and Secondary Education Grades 7-12
Degree Plan (127*-131 hours) - Even Year

Semester 1 __ CORE 1012 OBU Connections __ CORE 1043 Composition I __ CORE 1113 Survey of the Bible __ COMM 1003 Fundamentals of Pub Speaking __ EDFN 2003 Foundations of Education TH 12:30 __ MATH 1034 PreCalculus* MTWTHF 11 18 hours	Semester 2 __ CORE 1123 Interpreting the Bible __ CORE 1023 Contemporary World __ CORE 2233 World Literature __ MATH 2014 Calculus I MTWTHF 11 __ PHYS 2054 University Physics I MWF 9 17 hours
Semester 3 __ CSCI 1044 Programming I MWF 10 __ MATH 2024 Calculus II MTWTHF 11 __ PHYS 2064 University Physics II MWF 9 __ ENGR 3124 Electrical Circuits (fall odd) 16 hours	Semester 4 __ CORE 2243 History of World Societies __ MATH 3003 Geometry MWF 9 __ MATH 3034 Calculus III MTWTHF 11 __ MATH 3063 Prob/Stats __ PHYS 2073 University Physics III __ PHYS xxx1 Lab Peer Instructor 17 hours
Semester 5 Dean's Check __ EDFN 2053 Child & Adolescent Dev TTH 11 __ FINA 3xx3 Fine Arts Choice __ PHYS 3004 Intro to Modern Physics __ PSCI 2033 American National Gov or approved __ xxxx xxx3 Foreign Language I 16 hours	Semester 6 - Portfolio, end of semester Praxis II __ EDFN 3083 Teaching Exceptional Learner TTH 11 __ MATH 4883 Math for Secondary (if possible not at 11) __ PHYS xxx3 Elective __ PHYS 5401 Physics Education Proficiency __ SCED 3043 SCED Methods & Clrm Mgt MW 12:30 __ xxxx xxx3 Foreign Language II __ FINA 4011 Arts Engagement Series 17 hours
Semester 7 __ KIN 1002 Wellness MF 9 __ MATH 4013 Methods in Secondary Math MF 10 __ EDFN XXX3 Student Teaching Seminar I MF 11 __ EDFN XXX7 Student Teaching I 15 hours	Semester 8 __ EDFN 4123 Learning Theories & Assessment M 9 __ EDFN XXX3 Student Teaching Seminar II M 10:30 __ EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education
Mathematics/Physics and Secondary Education Grades 7-12
Degree Plan (127*-131 hours) - Odd Year

Semester 1 __ CORE 1012 OBU Connections __ CORE 1043 Composition I __ CORE 1113 Survey of the Bible __ EDFN 2003 Foundations of Education TH 12:30 __ MATH 1034 PreCalculus* MTWTHF 11 15 hours	Semester 2 __ CORE 1123 Interpreting the Bible __ CORE 1023 Contemporary World __ CORE 2233 World Literature __ MATH 2014 Calculus I MTWTHF 11 __ PHYS 2054 University Physics I MWF 9 17 hours
Semester 3 __ CSCI 1044 Programming I MWF 10 __ EDFN 2053 Child & Adolescent Dev TTH 11 __ PHYS 2064 University Physics II MWF 9 __ PSCI 2033 American National Gov or approved __ xxxx xxx3 Foreign Language I 17 hours	Semester 4 __ CORE 2243 History of World Societies __ EDFN 3083 Teaching Exceptional Learner TTH 11 __ MATH 4883 Math for Secondary (if possible not at 11) __ PHYS 2073 University Physics III __ SCED 3043 SCED Methods & Clrm Mgt MW 12:30 __ xxxx xxx3 Foreign Language II 18 hours
Semester 5 Dean's Check __ COMM1003 Fundamentals of Pub Speaking __ FINA 3xx3 Fine Arts Choice __ MATH 2024 Calculus II MTWTHF 11 __ ENGR 3124 Electrical Circuits (fall odd) __ PHYS 3004 Intro to Modern Physics 18 hours	Semester 6 - Portfolio, end of semester Praxis II __ MATH 3003 Geometry MWF 9 __ MATH 3034 Calculus III MTWTHF 11 __ MATH 3063 Prob/Stats __ PHYS xxx3 Physics Elective __ PHYS 5401 Physics Education Proficiency __ PHYS xxx1 Lab Peer Instructor __ FINA 4011 Arts Engagement Series 16 hours
Semester 7 __ KIN 1002 Wellness MF 9 __ MATH 4013 Methods in Secondary Math MF 10 __ EDFN XXX3 Student Teaching Seminar I MF 11 __ EDFN XXX7 Student Teaching I 15 hours	Semester 8 __ EDFN 4123 Learning Theories & Assessment M 9 __ EDFN XXX3 Student Teaching Seminar II M 10:30 __ EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education
Social Studies and Secondary Education Grades 7-12
Degree Plan (135 hours/138* hours)

Semester 1 __ CORE 1012 OBU Connections __ CORE 1023 Contemporary World __ CORE 1043 Composition I __ CORE 1113 Survey of the Bible __ EDFN 2003 Foundations of Education TH 12:30 __ SOCI 1003 Introduction to Sociology 17 hours	Semester 2 __ CORE 1123 Interpreting the Bible __ COMM1003 Fundamentals of Pub Speaking __ HIST 2023 Intro to Historical Studies __ MATH 1033 Math for Liberal Arts __ PSCI 2033 American National Gov 15 hours
Semester 3 __ CORE 2334 Scientific Inquiry __ CORE 2243 History of World Societies __ EDFN 2012 Instructional Technology online __ HIST 2003 U.S. History to 1877 __ xxxx xxx3 Foreign Language I __ PSCI 2033 Arkansas Govt./Politics 18 hours	Semester 4 __ EDFN 2053 Child & Adolescent Dev TTH 11 __ HIST 2013 U.S. History Since 1877 __ HIST XXX3 History Elective __ SOCI XXX3 Sociology Elective __ xxxx xxx3 Foreign Language II __ FINN 2003 Personal Finance* 15/18* hours
Semester 5 Dean's Check __ CORE 3023 Scientific Connections __ ECON 2023 Principles of Microeconomics __ EDFN 3083 Teaching Exceptional Learner TTH 11 __ HIST 47X3 Topical Seminar __ HIST 3523 Arkansas History TTH 2 __ HIST 4XX3 Approved World Hist Jr/Sr 18 hours	Semester 6 - Portfolio, end of semester Praxis II __ CORE 2233 World Literature __ FINA 3xx3 Fine Arts Choice __ HIST XXX3 History Elective __ HIST 4603 Research Seminar __ SCED 3043 SCED Methods & Clrm Mgt MW 12:30 __ FINA 4011 Arts Engagement Series 16 hours
Any Winter/Summer Term: __ GEOG XXX3 Geography Course __ GEOG XXX3 Geography Course 6 hours	
Semester 7 __ KIN 1002 Wellness MF 9 __ SSCI 4103 Special Methods in Social Studies MF 10 __ EDFN XXX3 Student Teaching Seminar I MF 11 __ EDFN XXX7 Student Teaching I 15 hours	Semester 8 __ EDFN 4123 Learning Theories & Assessment M 9 __ EDFN XXX3 Student Teaching Seminar II M 10:30 __ EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education
Theatre and Secondary Education Grades 7-12
Degree Plan (126 hours)

Semester 1 __ CORE 1012 OBU Connections __ CORE 1043 Composition I __ CORE 1113 Survey of the Bible __ EDFN 2003 Foundations of Education TTH 12:30 __ THEA 1003 Intro to Theatre 14 hours	Semester 2 __ CORE 1023 Contemporary World __ CORE 1123 Interpreting the Bible __ CORE 2053 Composition II __ COMM 1003 Fundamentals of Public Speaking __ THEA 1042 Acting I __ MATH 1033 Math for Liberal Arts 17 hours
Semester 3 __ CORE 2233 World Literature __ CORE 2243 History of World Societies __ PSCI 2013 Am Natl Govt or approved sub. __ THEA 1011 Theatre Practicum __ THEA 2013 Fund of Stagecraft __ THEA 4013 Theatre History I 16 hours	Semester 4 __ EDFN 2053 Child & Adolescent Dev TTH 11 __ EDFN 2012 Instructional Tech online __ THEA 2003 Acting II __ THEA 4023 Theatre History II __ THEA 2023 Fund of Design __ THEA 4033 Dramatic Theory & Play Dev 17 hours
Semester 5 Dean's Check __ CORE 2334 Scientific Inquiry __ ENGL 4233 Shakespeare (fall even)** __ THEA 3091 Tching Theatre in K-12 __ THEA 1011 Theatre Practicum __ THEA 4063 Play Directing __ xxxx xxx3 Foreign Language I 15 hours	Semester 6 - Portfolio, end of semester Praxis II __ CORE 3023 Scientific Connections __ EDFN 3083 Teaching Exceptional Learners TTH 11 __ SCED 3043 Sec Mthds & Clrm Mgt MW 12:30 __ THEA 1011 Theatre Practicum __ THEA xxx3 Theatre Elective (Perform;His;Des) __ xxxx xxx3 Foreign Language II __ FINA 4011 Arts Engagement Series 17 hours
Semester 7 __ KIN 1002 Wellness MF 9 __ THEA 4013 Creative Drama for Clsrm Teach MF 10 __ EDFN XXX3 Student Teaching Seminar I MF 11 __ EDFN XXX7 Student Teaching I 15 hours	Semester 8 __ EDFN 4123 Learning Theories & Assessment M 9 __ EDFN XXX3 Student Teaching Seminar II M 10:30 __ EDFN XXX9 Student Teaching II 15 hours



**OBU Department of Education
Theatre/Speech and K-12 Education
Degree Plan (126 hours)**

Semester 1 __ CORE 1012 OBU Connections __ CORE 1043 Composition I __ CORE 1113 Survey of the Bible __ EDFN 2003 Foundations of Education TTH 12:30 __ THEA 1003 Intro to Theatre 14 hours	Semester 2 __ CORE 1023 Contemporary World __ CORE 1123 Interpreting the Bible __ CORE 2053 Composition II __ COMM 1033 Intro to Communication __ THEA 1042 Acting I __ MATH 1033 Math for Liberal Arts 17 hours
Semester 3 __ CORE 2233 World Literature __ COMM 2043 Small Group Communication __ EDFN 2053 Child & Adolescent Dev TTH 11 __ THEA 2013 Fund of Stagecraft __ xxxx xxx3 Foreign Language I 15 hours	Semester 4 __ CORE 2243 History of World Societies __ CORE 2334 Scientific Inquiry __ COMM 1003 Fundamentals of Public Speaking __ EDFN 2012 Instructional Tech online __ THEA 2003 Acting II __ xxxx xxx3 Foreign Language II 18 hours
Semester 5 Dean's Check __ COMM 3273 Arg and Debate __ EDFN 3083 Teaching Exceptional Learners TTH 11 __ THEA 1011 Theatre Practicum __ THEA 4013 Theatre History I __ THEA 4063 Play Directing __ THEA 4013 Creative Drama for Clrm Teach 16 hours	Semester 6 - Portfolio, end of semester Praxis II __ CORE 3023 Scientific Connections __ COMM 3033 Interp Communication __ PSCI 2013 Am Natl Govt or approved sub. __ SCED 3043 Sec Mthds & Clrm Mgt MW 12:30 __ THEA 4023 Theatre History II __ THEA 1011 Theatre Practicum __ FINA 4011 Arts Engagement Series 17 hours
Semester 7 __ KIN 1002 Wellness MF 9 __ THEA 3091 Tching Theatre in K-12 MF 10 __ COMM 3091 Tching Speech in K-12 MF 10 __ EDFN XXX3 Student Teaching Seminar I MF 11 __ EDFN XXX7 Student Teaching I 14 hours*	Semester 8 __ EDFN 4123 Learning Theories & Assessment M 9 __ EDFN XXX3 Student Teaching Seminar II M 10:30 __ EDFN XXX9 Student Teaching II 15 hours



**OBU Department of Education
Art and K-12 Education
Degree Plan (127 hours) - Even Year**

Semester 1 ___CORE 1012 OBU Connections ___CORE 1043 Composition I ___CORE 1113 Survey of the Bible ___ART 1003 Visual Fundamentals MW 10-11:50 ___ART 1013 Drawing I MW 1-2:50 ___EDFN 2003 Foundations of Education TTH 12:30 17 hours	Semester 2 ___CORE 1123 Interpreting the Bible ___CORE 1023 Contemporary World ___ART 1043 Digital Tools and Concepts MW 8-9:50 ___EDFN 2053 Child & Adolescent Dev TTH 11 ___MATH 1033 Math for Liberal Arts 15 hours
Semester 3 ___CORE 2334 Scientific Inquiry ___CORE 2243 History of World Societies ___ART 3043 Art History I: Global Survey ___ART 2023 Ceramics I ___ART 2033 Painting I 16 hours	Semester 4 ___CORE 2233 World Literature ___ART 2303 Photo 1 MW 3 Or ART 3263 Printmaking (SP Even Only) ___ART 2871 Sophomore Portfolio TTH 10 ___ART 3053 Art History II: Western Survey MWF 9 ___ART 2003 Drawing II TTH 1-2:50 ___PSCI 2013 American National Govt 16 hours
Semester 5 Dean's Check ___CORE 3023 Scientific Connections MWF 11 ___COMM 1003 Fundamentals of Pub Speaking ___ART xxx3 Upper Level Studio Art Elective ___ART 3103 Secondary Methods of Art Ed ___EDFN 3083 Teaching Exceptional Learner TTH 11 ___xxxx xxx3 Foreign Language I 18 hours	Semester 6 - Portfolio, end of semester Praxis II ___ART 3473 Hist of Cont/Modern Art (SP Odd) ___ART 4062 Senior Portfolio ___ART 3132 Elem Methods of Art Ed ___SCED 3043 Sec Mthds & Management MW 12:30 ___xxxx xxx3 Foreign Language II ___ART 2043 Sculpture* (Spring odd only) ___FINA 4011 Arts Engagement Series 17 hours
Semester 7 ___KIN 1002 Wellness MF 9 ___ART xxx3 Upper Level Studio Art Elective MF 10 ___ART 4041 Senior Exhibit MF 10 ___EDFN XXX3 Student Teaching Seminar I MF 11 ___EDFN XXX7 Student Teaching I 16 hours	Semester 8 ___EDFN 4123 Learning Theories & Assessment M 9 ___EDFN XXX3 Student Teaching Seminar II M 10:30 ___EDFN XXX9 Student Teaching II 15 hours



**OBU Department of Education
Art and K-12 Education
Degree Plan (127 hours) - Odd Year**

Semester 1 __CORE 1012 OBU Connections __CORE 1043 Composition I __CORE 1113 Survey of the Bible __ART 1003 Visual Fundamentals MW 10-11:50 __ART 1013 Drawing I MW 1-2:50 __EDFN 2003 Foundations of Education TTH 12:30 17 hours	Semester 2 __CORE 1123 Interpreting the Bible __CORE 1023 Contemporary World __ART 1043 Digital Tools and Concepts MW 8-9:50 __ART 2003 Drawing II (SP Even Only) __EDFN 2053 Child & Adolescent Dev TTH 11 __MATH 1033 Math for Liberal Arts 18 hours
Semester 3 __CORE 2334 Scientific Inquiry __CORE 2243 History of World Societies __ART 3043 Art History I: Global Survey __ART 2023 Ceramics I __ART 2033 Painting I 16 hours	Semester 4 __CORE 2233 World Literature __ART 2303 Photo 1 MW 3 __ART 3473 Hist of Cont/Modern Art (SP Odd) __ART 2871 Sophomore Portfolio TTH 10 __ART 2043 Sculpture (Sp odd Only) __PSCI 2013 American National Govt 16 hours
Semester 5 Dean's Check __CORE 3023 Scientific Connections MWF 11 __COMM 1003 Fundamentals of Pub Speaking __ART xxx3 Upper Level Studio Art Elective __ART 3103 Secondary Methods of Art Ed __EDFN 3083 Teaching Exceptional Learner TTH 11 __xxxx xxx3 Foreign Language I 18 hours	Semester 6 - Portfolio, end of semester Praxis II __ART 3053 Art History II: Western Survey MWF 9 __ART 4062 Senior Portfolio __ART 3132 Elem Methods of Art Ed __SCED 3043 Sec Mthds & Management MW 12:30 __xxxx xxx3 Foreign Language II __FINA 4011 Arts Engagement Series 14 hours
Semester 7 __KIN 1002 Wellness MF 9 __ART 4041 Senior Exhibit MF 10 __ART xxx3 Upper Level Studio Art Elective MF 10 __EDFN XXX3 Student Teaching Seminar I MF 11 __EDFN XXX7 Student Teaching I 16 hours	Semester 8 __EDFN 4123 Learning Theories & Assessment M 9 __EDFN XXX3 Student Teaching Seminar II M 10:30 __EDFN XXX9 Student Teaching II 15 hours



**OBU Department of Education
Kinesiology and K-12 Education
Degree Plan (135 hours)**

Semester 1 __CORE 1012 OBU Connections __CORE 1043 Composition I __CORE 1113 Survey of the Bible __EDFN 2003 Foundations of Education TTH 12:30 __KIN 1003 Foundations of Kinesiology __MATH 1033 Math for Liberal Arts 17 hours	Semester 2 __CORE 1023 Contemporary World __CORE 1123 Interpreting the Bible __CORE 2053 Composition II __KIN 1113 Fundamental Motor Development __PSYC 1013 Gen. Psych 15 hours
Semester 3 __COMM 1003 Fundamentals of Public Speaking __CORE 2233 World Literature __DIET 2043 Sports Nutr or DIET3053 Nutrition __KIN 2093 Structural Basis Human Movmt __KIN 3103 Methods of Physical Act for Children __PSCI 2013 Am Natl Govt or approved sub. 18 hours	Semester 4 __CORE 2243 History of World Societies __CORE 2334 Scientific Inquiry __EDFN 2053 Child & Adolescent Dev TTH 11 __EDFN 2012 Instructional Tech online __FINA 3xx3 Fine Arts Choice __KIN 3103 Methods of Teaching and Coaching 18 hours
Semester 5 Dean's Check __CORE 3023 Scientific Connections __EDFN 3083 Teaching Exceptional Learners TTH 11 __KIN4043 Biomechanical Analysis __KIN 4013 Org/Admin. of Kinesiology Programs __SOCI 3033 Sociology of Family __xxxx xxx3 Foreign Language I 18 hours	Semester 6 - Portfolio, end of semester Praxis II __KIN 2063 Drug Education __KIN 3013 Care & Prevention of Injuries __KIN 3023 Physiology of Exercise __KIN 3073 Adapted KIN Methods __SCED 3043 Sec Mthds & Clrm Mgt MW 12:30 __xxxx xxx3 Foreign Language II __FINA 4011 Arts Engagement Series 19 hours
Semester 7 __KIN 1002 Wellness MF 9 __KIN 3xx3 M & M in H/PE/Wellness n MF 10 __EDFN XXX3 Student Teaching Seminar I MF 11 __EDFN XXX7 Student Teaching I 15 hours	Semester 8 __EDFN 4123 Learning Theories & Assessment M 9 __EDFN XXX3 Student Teaching Seminar II M 10:30 __EDFN XXX9 Student Teaching II 15 hours



OBU Department of Education
Music Education Choral and K-12 Education
Degree Plan (124-127.5 hours)

Semester 1 __ CORE 1012 OBU Connections __ CORE 1043 Composition I __ CORE 1113 Survey of the Bible __ MUAP 1271 Vocal Diction 1 __ MUAP 1070 Performing Arts Class __ MUAP 2xx2 Principal Applied __ MUAP 1121 Class Piano 1 __ MUEN 1000.5 Concert Choir __ MUEN 1050.5 Ouachita Singers (if selected) __ MUEN 1080.5 Piano Seminar (Piano Principals) __ MUSC X223 Survey of Music History 15.5-16.5 hours	Semester 2 __ CORE 1023 Contemporary World __ CORE 1123 Interpreting the Bible __ MUAP 1371 Vocal Diction 2 __ MUAP 1070 Performing Arts Class __ MUAP 2xx2 Principal Applied __ MUAP 1221 Class Piano 2 __ MUEN 1000.5 Concert Choir __ MUEN 1050.5 Ouachita Singers (if selected) __ MUEN 1080.5 Piano Seminar (Piano Principals) __ MUED 1021 Intro to Music Education __ MUTH 1022 Music Theory 1 __ MUTH 1002 Aural Skills 1 15.5-16.5 hours
Semester 3 __ CORE xxx3 Civic Engagement __ EDFN 2053 Child & Adolescent Dev TTH 11 __ MUAP 1070 Performing Arts Class __ MUAP 2xx2 Principal Applied __ MUAP 2011 Class Piano 3 __ MUEN 1000.5 Concert Choir __ MUEN 1050.5 Ouachita Singers (if selected) __ MUEN 1080.5 Piano Seminar (Piano Principals) __ MUSC 3233 Western Art Music __ MUTH 1032 Music Theory 2 __ MUTH 1012 Aural Skills 2 16.5-17.5 hours	Semester 4 __ CORE 2233 World Literature __ EDFN 2003 Foundations of Education TTH 8:30 __ MUAP 1070 Performing Arts Class __ MUAP 2xx2 Principal Applied __ MUEN 2021 Class Piano 4 __ MUEN 1000.5 Concert Choir __ MUEN 1050.5 Ouachita Singers (if selected) __ MUEN 1080.5 Piano Seminar (Piano Principals) __ MUSC 3303 World Music __ MUTH 2062 Music Theory 3 __ MUTH 2042 Aural Skills 3 16.5-17.5 hours
Semester 5 Dean's Check __ CORE 2334 Scientific Inquiry __ xxxx xxx3 Foreign Language I __ MUAP 1070 Performing Arts Class __ MUAP 4xx2 Principal Applied __ MUEN 3000.5 Concert Choir __ MUEN 3050.5 Ouachita Singers (if selected) __ MUEN 1080.5 Piano Seminar (Piano Principals) __ MUED 3101 Principles of Conducting __ MUED 3092 Elementary Music Methods __ MUTH 2072 Music Theory 4 __ MUTH 2052 Aural Skills 4 16.5-17.5 hours	Semester 6 - Portfolio, end of semester Praxis II __ CORE 3023 Scientific Connections __ xxxx xxx3 Foreign Language II __ EDFN 3083 Teaching Exceptional Learners TTH 11 __ MUAP 1070 Performing Arts Class __ MUAP 4xx2 Principal Applied __ MUEN 3000.5 Concert Choir __ MUEN 3050.5 Ouachita Singers (if selected) __ MUEN 1080.5 Piano Seminar (Piano Principals) __ MUED 4132 Vocal Pedagogy __ MUSC 3201 Choral Conducting __ MUSC 4272 Choral Lit and Arranging 16.5-17.5 hours

Semester 7 ___ KIN 1002 Wellness MF 9 ___ MUED 3113 Secondary Choral Methods MF 10 ___ MUED 4301 Practicum in Music Ed (St. Sem I) MF 11 ___ MUED 4405 Music Student Teaching I* TWTH ___ MUAP 1070 Performing Arts Class MF afternoon ___ MUAP 4xx2 Principal Applied MF afternoon ___ MUEN 3050.5 Ouachita Singers (if selected) ___ MUAP 4040 Senior Recital 12-15.5 hours	Semester 8 ___ EDFN 4123 Learning Theories & Assessment M 9 ___ EDFN 4403 Student Teaching Seminar II M 10:30 ___ MUED 4414 Music Student Teaching II* TWTHF *MUED 4423 Music Student Teaching III* if needed for hours 12-15 hours
NOTE: 1) Intro to Music Technology - competencies embedded into Survey of Music History 2) *Can add another MUED Student Teaching hours for scholarship purposes	



OBU Department of Education
Music Education Instrumental and K-12 Education
Degree Plan (121 hours)

Semester 1 __ CORE 1012 OBU Connections __ CORE 1043 Composition I __ CORE 1113 Survey of the Bible __ MUAP 1070 Performing Arts Class __ MUAP 2xx2 Principal Applied __ MUAP 1121 Class Piano 1 __ MUEN 1120.5 Marching Band __ MUEN 2xxx.5 Instrumental Seminar __ MUSC X223 Survey of Music History 15 hours	Semester 2 __ CORE 1023 Contemporary World __ CORE 1123 Interpreting the Bible __ MUAP 1070 Performing Arts Class __ MUAP 2xx2 Principal Applied __ MUAP 1221 Class Piano 2 __ MUEN 2xxx.5 Concert Band __ MUEN 2xxx.5 Instrumental Seminar __ MUED 1021 Intro to Music Education __ MUTH 1022 Music Theory 1 __ MUTH 1002 Aural Skills 1 15 hours
Semester 3 __ CORE xxx3 Civic Engagement __ EDFN 2053 Child & Adolescent Dev TTH 11 __ MUAP 1070 Performing Arts Class __ MUAP 2xx2 Principal Applied __ MUAP 2011 Class Piano 3 __ MUAP 1120.5 Marching Band __ MUAP 2xxx.5 Instrumental Seminar __ MUSC 3233 Western Art Music __ MUTH 1032 Music Theory 2 __ MUTH 1012 Aural Skills 2 17 hours	Semester 4 __ EDFN 2003 Foundations of Education TTH 8:30 __ MUAP 1070 Performing Arts Class __ MUAP 2xx2 Principal Applied __ MUEN 2021 Class Piano 4 __ MUEN 2xxx.5 Concert Band __ MUEN 2xxx.5 Instrumental Seminar __ MUED 3081 Woodwind Methods __ MUSC 3303 World Music __ MUTH 2062 Music Theory 3 __ MUTH 2042 Aural Skills 3 15 hours
Semester 5 Dean's Check __ CORE 2334 Scientific Inquiry __ xxxx xxx3 Foreign Language I __ MUAP 1070 Performing Arts Class __ MUAP 4xx2 Principal Applied __ MUEN 3120.5 Marching Band __ MUEN 2xxx.5 Instrumental Seminar __ MUED 3101 Principles of Conducting __ MUED 3092 Elementary Music Methods __ MUED 3031 Brass Methods __ MUTH 2072 Music Theory 4 __ MUTH 2052 Aural Skills 4 18 hours	Semester 6 - Portfolio, end of semester Praxis II __ CORE 2233 World Literature __ CORE 3023 Scientific Connections __ xxxx xxx3 Foreign Language II __ EDFN 3083 Teaching Exceptional Learners TTH 11 __ MUAP 1070 Performing Arts Class __ MUAP 4xx2 Principal Applied __ MUEN 3xxx.5 Concert Band __ MUEN 2xxx.5 Instrumental Seminar __ MUED 3221 Instrumental Conducting __ MUED 3161 Percussion Methods 17 hours

Semester 7 ___ KIN 1002 Wellness MF 9 ___ MUED 4153 Secondary Instrumental Methods MF 10 ___ MUED 4301 Practicum in Music Ed (St. Sem I) MF 11 ___ MUED 4404 Music Student Teaching I* TWTH ___ MUAP 1070 Performing Arts Class MF afternoon ___ MUAP 4xx2 Principal Applied ___ MUAP 4040 Senior Recital ___ MUEN 3xxx.5 Concert Band? 12-15 hours	Semester 8 ___ EDFN 4123 Learning Theories & Assessment M 9 ___ EDFN 4403 Student Teaching Seminar II M 10:30 ___ MUED 4414 Music Student Teaching II* TWTHF *MUED 4423 Music Student Teaching III* if needed for hours 12-15 hours
NOTE: 1) Intro to Music Technology - competencies embedded into Survey of Music History 2) *Can add another MUED Student Teaching hours for scholarship purposes	



Endorsements and Minors

Education majors do not need an endorsement or a minor to meet the hour requirements for graduation. However, several candidates desire to add to their degrees and areas of licensure. Therefore, they take additional hours and must pass the appropriate Praxis test. The coaching endorsement Praxis test may be waived for candidates who have taken all 21 hours and have a 3.0 GPA.

The endorsements and minors available in the School of Education are below:

Elementary Education 3-4 year-old Endorsement

Requirements: Total of 12 hours

ECED 2103 Foundations of Early Childhood Education

ECED 3123 Techniques & Assessment for Early Childhood;

ECED 4033 Curriculum Principles for Early Childhood Classrooms;

ECED 4043 Practicum in Early Childhood Education and Classroom Management;

Special Education Endorsement SPED K-12, SPED Resource ELED K-6, SPED Resource 7-12

Requirements: Total of 12 hours

SPED 3083 Teaching Exceptional Learners (colisted as EDFN 3083)

SPED 3093 Classroom and Behavior Management

SPED 4004 Assessment and Differentiation of Diverse Learners

SPED 4014 Instructional Programming for Diverse Learners

Coaching Endorsement

Option 1: Must hold a K-12 certification in Physical Education.

Option 2: Must hold a Secondary Education License (any teaching field), in addition, the following courses:

- KIN 1003 Foundations of Kinesiology;
- KIN 1113 Fundamental Motor Development;
- KIN 2093 Structural Basis of Human Movement;
- KIN 3013 Care and Prevention of Injuries;
- KIN 3023 Physiology of Exercise;
- KIN 4013 Organization and Administration of HPER Programs;
- KIN 3213 Methods of Teaching and Coaching

Option 3: Hold a Current Teaching License (any teaching field) and be credentialed through the AAA-NFHS Coaches Education Program (www.ahsaa.org/docs/Teacher-CoachCredentialsForm.pdf)

Education Studies Minor

Ouachita's Education Studies Minor (20 hours, including 6 jr./sr. hours), which may be taken with any major, is designed to provide a greater understanding of the teaching field in general as well as specific information regarding such areas as teaching strategies, classroom management, and student diversity. A combination of the following classes that meets the hourly requirements is appropriate for an education studies minor.

Required:

EDFN 2012 Instructional Technology

EDFN 2003 Foundations of Education

EDFN 2043 Teaching Students from Multilingual and Diverse Backgrounds

EDFN 2053 Child and Adolescent Development

EDFN 4083 Teaching Exceptional Learners

Choose two (note: at least one must be jr/sr hours)

ELED 2223 Art, Drama, Movement, Music

ELED/MSED 2033 Reading: Children's Literature

MSED/SCED 3043 Middle School/Secondary Methods and Classroom Management

SPED 3093 Classroom and Behavior Management

SPED 4003 Assessment and Differentiation of Diverse Learners

SPED 4013 Instructional Programming for Diverse Learners

Gate 1



Admission to Teacher Education

and

Progress Through the Program



Gate 1 Admission to Teacher Education and Progress Through the Program

High standards for entering and completing the Teacher Education Program are maintained. The Office of the Dean of the Michael D. Huckabee School of Education begins and continues the development of the record of each applicant based on data collected throughout the participation of a candidate in the teacher education program.

The pre-service candidate must successfully pass through four gates in order to graduate and qualify for an initial teaching license. The data collected prior to each gate is presented to the Teacher Education Council. The Council approves, disapproves, or postpones admission of candidates to the appropriate gate.

A candidate who is denied admission to the next gate may apply again after completing at least one additional semester and removing the deficiencies stated by the Teacher Education Council.

Candidates must be admitted to the Teacher Education Program and meet criteria at each gate to take additional professional courses and to remain in the program. The application for Admission to Teacher Education, Gate 1, and the recommendation form are on the next pages followed by the other three gates and the criteria for each to complete the program.



Admission Requirements for Teacher Education

Candidates must have and maintain 2.7 cumulative GPA on a 4.0 scale for admission and must maintain no grade lower than a “C” in the professional education courses.

In addition, candidates must **earn a grade of C or better** in the following:

Composition I or ACT of 19 or equivalent SAT/CLT score

Approved Math Course or MPI of 65 or equivalent ACT/SAT/CLT score

EDFN 2003 Foundations of Education

Grade of “C” in all other professional courses attempted to date

*Receive a positive recommendation from Faculty Advisor.

*Receive two additional positive recommendations from faculty. (Faculty may be from inside or outside of the unit) The forms that will be completed include items about professional dispositions.

Complete a self-assessment (Dispositions) which covers the same items as the faculty recommendation form.

Submit the Application and a copy of the “Why I Feel Called to Teach” essay

Clearance with the Dean of Students

*Sent directly to the Licensure Officer McC311 or OBU Box 3789.

NOTE: When the application is complete and the Teacher Education Council has agreed to admit the candidate to the Teacher Education program, the candidate will receive a letter of acceptance.



ID #: _____

Date: _____

Name: _____

OBU Box#

Transfer: Yes _____ No _____ If yes, list college(s) _____

- ☐ Elementary Education (Kindergarten through Grade 6)
☐ Middle school: (Grades 4 – 8) Content Area _____
☐ Education (Grades K-12): Teaching field: _____
☐ Secondary (Grades 7 – 12): Teaching field: _____
☐ Endorsement (check all that apply) 3&4 yr SPED Coaching

- 3. List experience working with children and youth. (Church, camps, community programs, etc.) Please give dates.**

4. **Complete Self-Evaluation form on the next page.**
5. **List any two of your university instructors at OBU who know your academic ability and potential to be a good teacher well enough to fill out a recommendation for you in addition to your advisor. A Faculty Recommendation Form should be given to each faculty listed to complete. The faculty person will send the completed form to the education dean's office Mcc311 Box 3789.**

1. _____ 2. _____ 3. Advisor: _____

- 6. Attach to this form a short essay describing why you feel called to teach. This application form and recommendation can be found in Canvas.**

DO NOT WRITE BELOW THIS LINE

Action of the Teacher Ed Council: _____ **Date:** _____



OUACHITA BAPTIST UNIVERSITY

Self or Faculty Recommendation Form–
Please Send Email to poolr@obu.edu or barnest@obu.edu

Name of Candidate _____ Date _____

☐ Faculty Information

Name of faculty member reporting _____

In what capacity have you worked with this student? _____

Please rate the student listed above by placing an X in the appropriate box.

	Needs Improvement: minimal evidence of understanding and commitment to the disposition	Developing: some evidence of understanding and commitment to the disposition	Meets Expectations: considerable evidence of understanding and commitment to the disposition
1. Demonstrates Effective Oral Communication Skills (Appropriate Language, Correct Grammar, Participates in Discussion)			
2. Demonstrates Effective Written Communication Skills (Respectful, Positive, Spelling, Grammar)			
3. Demonstrates professionalism (Responds promptly, Punctual, Attendance, Ethical, Work Well in Groups)			
4. Demonstrates a positive and enthusiastic attitude (Seeks solutions, Suggests ideas, Find Ways to be Positive)			
5. Demonstrates preparedness in teaching and learning (Accepts feedback, Adjust from experience, Prepared for class)			
6. Exhibits an appreciation of and value for cultural and academic diversity (Embraces diversity, Inclusive, Zero Tolerance for bullying)			
7. Collaborates effectively with stakeholders (Flexible, Respectful, Shares ideas with others)			
8. Demonstrates self-regulated learner behaviors/takes initiative (Recognizes weaknesses, Seeks out help, researches solutions)			
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability (Maturity, perseverance, resilient, empathy toward others)			

Faculty Signature _____ Date _____



Field Experiences

An essential component of the Teacher Education Program is the application of knowledge, research, and theory in public school classrooms. The program provides three levels of field experiences with increasing complexity and participation.

Field Experience in schools begins in the EDFN 2003 Foundations of Education course where each candidate observes approximately 15 hours during the semester in classrooms in at least three developmental levels. Candidates write reflections about their observations as a means of processing what they are learning.

In addition, many courses have specific field experiences that are a part of the curriculum. These range from one-on-one and small-group instruction to team-teaching with whole groups of students. Some classes present Family Night activities in the local schools. Some assist with volunteer opportunities such as Special Olympics, as well as assist in community and church functions for children and youth.

During the above field experiences, candidates begin to reflect on their own teaching and professional practices. Reflections at this level represent the ability of candidates to analyze the lesson, and to assess the degree to which students have mastered the content. Candidates learn to suggest improvements or modifications that would improve student learning.

The Professional Yearlong Residency includes placements in the public schools and the Student Teaching Seminar courses. During the year, each candidate completes one or more placements covering the range of ages and grades they will be licensed to teach. In the spring semester, candidates adhere to the schedule of the experienced mentor teacher, where they will be able to attend faculty meetings, staff development workshops, parent-teacher conferences, and other professional assignments.

At this level, reflections provide the framework for continuous growth and development. They address all aspects of instruction and professional responsibility. The ability of candidates to identify the needs for change in disposition, or the need for acquisition of knowledge or skill, is assessed during the yearlong residency.



Dress Code for All Field Experiences

While the college classroom environment allows pre-service teachers to dress with flexibility, **the public school classroom environment expects that candidates dress professionally.** Presenting oneself as an authority figure in the classroom requires confidence, assertiveness, and clothing that can distinguish pre-service teachers/candidates from the students with whom they work. The following guidelines for appropriate appearance in the public school are **drawn from local school dress codes and expectations. The dress code is in effect and applicable to all field experiences.**

PROFESSIONAL DRESS FOR OBU STUDENTS IN FIELD EXPERIENCES and YEARLONG RESIDENCY

Appropriate Professional Attire: Clean, neat, and modest

**Dress shirt and dress slacks
Dresses/skirts (at least to knee)
Sweaters or blouses
Comfortable Dress Shoes (not athletic)
Hair well groomed
Conservative Jewelry**

Please none of the following:

No Leggings
No shorts, sweats, wind suits, jeans
No mini-skirts (You may be sitting on the floor)
No midriffs
No bare shoulder tops
No low-cut shirts/blouses (Lean over in front of a mirror to check)
No sleeveless shirts/blouses
No slogans or suggestive graphics
No flip-flops
No caps



OUACHITA

BAPTIST UNIVERSITY

Field Experience Observation Form

Directions: Complete this form while you are in the classroom. BE VERY DETAILED.

Type a one page observation report and submit during the next class period.

Divide your report into two paragraphs: (Para. 1) Brief overview of what you observed

(Para. 2) Takeaways - what you learned from the observation.

Staple this sheet of paper to the typed observation report.

Observer _____ Date _____

Teacher Observed _____ School _____

Grade/Subject Observed _____ Number of Students _____

Describe the student demographics:

1) How many students?

_____ Male Students

_____ Female Students

_____ Total Number of Students

2) What is the age range of the students being taught? _____

3) With respect to the following, how would you describe the students?

_____ African American or Black

_____ Asian, Asian American, Pacific Islander

_____ Mexican American or Chicano

_____ Native American, Inuit, or Aleut

_____ Puerto Rican

_____ Other Hispanic

_____ White, non-Hispanic

_____ Other (please specify)

What do you notice about the students regarding the following:

Physical development:

Social interaction:

Motivation/Attitude:

Describe the content:

1) What is the lesson objective?

2) What materials, resources, and technology are being used?



Back Page of Observation Form	Look for these elements and write down 3 or more evidences for each element that display these skills whether distinguished or missing
2a: Creating an Environment of Respect and Rapport (interactions between teacher/student and student/student)	3a: Communicating with Students (directions, objective, explanation of content)
2b: Establishing a Culture for Learning (expectations for the class, importance of the subject)	3b: Using Questioning and Discussion Techniques (types of question, student participation)
2c: Managing Classroom Procedures (transitions, material/supplies)	3c: Engaging Students in Learning (teaching methods, activities, assignments)
2d: Managing Student Behavior (monitoring and responding to misbehavior)	3d: Using Assessment in Instruction (type of assessments, feedback)



Lesson Plan Rubric

Name _____

Date _____

Lesson _____

Semester _____

Criteria	Ineffective 1	Progressing 2	Effective 3	Target Elements
Arkansas Curriculum Standards Appropriate Arkansas Frameworks/standards are included on the plan including appropriate code and description. 1a, 1e	Curriculum standards noted are inappropriate or omitted.	Curriculum standards noted are acceptable, but not representative of all objectives.	Curriculum standards noted are most appropriate and representative of all objectives.	
	1	2	3	
Objectives Observable learner objectives are included on the plan. *measurable*action verbs*evidence* 1a, 1c, 1e, 3a	Objective(s) unclear OR target elements not included.	Objective(s) clearly stated and 2-3 target elements included.	Objective(s) clearly stated using measurable action verbs that can be assessed /ALL target elements included.	___ Audience ___ Behavior ___ Condition ___ Degree
	1	2	3	
Arkansas Teaching Standards Identify the standard(s) addressed in the lesson for the subject area. 1a	Standards noted are inappropriate or omitted.	Standards noted are acceptable.	Standards noted are most appropriate.	
	1	2	3	
HQIMs/Technology All necessary materials and resources for the lesson are included in the plan. 1a, 1d	Materials/resources/technology are inappropriate OR several necessary materials/resources are excluded from the list.	Materials/resources/technology are appropriate and include student materials OR professional resources.	Materials/resources/technology list is all-inclusive, appropriate, and includes both student materials and professional resources.	
	1	2	3	
Introduction Plan includes a clear introduction that builds on or establishes students' prior knowledge. 2a, 2b, 3a, 3c	Introduction does not include target elements.	Introduction includes 1-2 target elements.	Introduction includes all target elements: links to prior knowledge, captures students' attention, establishes purpose of the lesson.	___ Links to prior Knowledge ___ Captures students' attention ___ Establishes purpose of lesson

Criteria	Ineffective 1	Progressing 2	Effective 3	Target Elements
Procedures Plan includes procedures that the teacher will implement to ensure student learning. *multiple intelligences* 2c, 3a, 3b, 3c, 3d	Procedures include one teaching strategy that may be appropriate for some students.	Procedures include at least two teaching strategies that seek to ensure learning for most students, but lacks variation in strategies.	Procedures include three or more varied teaching strategies that seek to ensure learning for all students.	
	1	2	3	
Culmination Plan explains the closure of the lesson. 1e, 3a, 3c, 3d	Culmination does not include target elements.	Culmination includes 1 target element.	Closure clearly and appropriately ties the lesson together using both target elements.	Reviewed objectives Connected lesson to future learning
	1	2	3	
Assessment Plan includes assessment(s) that match objectives. 1f, 3b, 3d	Assessment and objectives are not aligned. Assessment samples are inappropriate or omitted.	Not all assessments and objectives are aligned. Assessment samples included are acceptable.	All assessments are aligned with objectives. All assessment samples are included and most appropriate.	
	1	2	3	
DOK Questions Plan includes interdisciplinary connections that extend student thinking. *Bloom's Taxonomy* 1c, 2b, 3b, 3e	Plan lacks linkage to additional content areas and uses verbs associated with the understanding or remembering levels of Bloom's Taxonomy. Not an independent assignment and/or does not require the student to create a product.	Plan includes links to one or two additional content areas and uses verbs associated with the analyzing and applying levels of Bloom's Taxonomy. Is an independent assignment, but does not require the student to create a product.	Plan includes links to more than two additional content areas and uses verbs associated with the evaluating or creating levels of Bloom's Taxonomy. Is an independent assignment and requires the student to create a product.	DOK 1 DOK 2 DOK 3 Labeled in Lesson Plan
	1	2	3	
Accommodations Plan considers necessary adjustments that need to be made for learners with special needs. 1b, 1d, 2e, 3e, 4b	Plan lacks appropriate accommodation strategies for learners with special needs.	Plan includes acceptable accommodation strategies for learners with special needs.	Plan includes most appropriate accommodation strategies for learners with special needs.	

Gate 2



Admission to Yearlong Residency

and

Stakeholder Responsibilities Through the Program

Yearlong Residency Overview - Year at a Glance

Dates	Residents	EMTs, Clinical Supervisors
Semester 5	Dean's check	
Semester 6 January	Seek admission to Gate 2, meet with Director - Residency application - Initial portfolio	TEC meeting Anticipate clinical supervisor load
February	Initial portfolio due to Student Teaching Director Meet with dean/chair to discuss praxis, RCA interest, and 240 tutoring	Complete coaching training Complete Aspiring Teacher Rubric Training
March	Present initial portfolio Receive decision for admission Complete background check and child maltreatment	Participate in initial portfolio presentations
April - May	Discuss placements with schools MOU	Continue to complete training
August 1st	Submit passing praxis scores to OBU and DESE Elementary/Middle School- take Foundations of Reading Test (Dec-March)	Receive documentation: - Residency Schedule - Mileage - W9 - Rubrics/Conference forms - Virtual calendar for trainings
Semester 7 August - 1st Week of School	Receive approval to be admitted to Gate 2 Orientation with partner schools Celebration event	TEC meeting-approve for Gate 2 Attend celebration event Complete DESE verification form
August - December	Complete Residency Part 1 - OBU Courses (M and F) - Field (T, W, TH) 2 formal ATR observations 2 walk-throughs	Complete Residency Part 1 2 formal ATR observations 2 walk-throughs
Semester 8 January - May	Complete Residency Part 2 - OBU Courses (M) - Field (T, W, TH, F) 2 formal ATR observations 2 walk-throughs	Complete Residency Part 2 2 formal ATR observations 2 walk-throughs
May	Present post portfolio Celebration event	Participate in post portfolio Celebration event

Gate 2 - Admission to Yearlong Residency



Admission Requirements

To move through the second gate one semester prior to the professional year, candidates must:

- Complete application for admission
- Maintain 2.7 GPA overall
- Maintain a 2.7 GPA in the following areas or no less than 2.5 GPA in the other:
 - Teaching field (licensure area)
 - Professional education courses
- Earn C or better in professional education courses
- Pass the Praxis competency assessment (Scores for 1st attempt submitted by August 1st of senior year)
- Score 75 percent or higher on a formal initial portfolio presentation
- Receive approval from the Teacher Education Council (TEC)
- Receive a letter from the Director of Student Teaching stating the application is approved.
- Submit and clear background check and child maltreatment check.



Application for Admission to Professional Year with Residency

Date received: _____ Dean's Secretary

Candidate: _____ I.D. _____

Student Teaching Semester: _____ Year: _____

OBU Box: _____ Telephone _____ Email _____

Expected Date of Graduation: _____

Degree: B.A. _____ B.M.E. _____

Academic Advisor _____

Teaching Level: Elementary (K-6) _____ Middle School (4-8) _____

Education (K-12) _____ Secondary (7-12) _____

Fall Placement: Arkadelphia (*indicate special circumstance if different placement needed)
Spring Placement: Indicate your first, second, and third preference from the list below
where you do NOT have a family member(s) employed in the same building or where you
graduated from as your student teaching request:

___Arkadelphia ___Benton ___Bryant ___Lakeside ___Malvern

___Other _____

*Explain any special circumstances that should be taken into consideration in making the placement.

I agree to accept placement in any one of the three schools marked above.

Signature of Candidate

Date



Residency Placement Checklist of Criteria

Name of Candidate _____ ID _____

Admitted to Teacher Education Program Yes No

See GPA Page on Approved Degree Plan for the following:

- Total Completed hours (Minimum 89 Hours) _____
- Total hours completed in teaching field (Major) _____

Overall GPA (Minimum 2.7) _____

2.7 GPA in one area and no less than 2.5 GPA in the other area:

- Teaching field (Major) GPA _____
- Professional Education Requirements GPA _____

Grade of C or higher in all Professional Education Courses Yes No

Passing score on Praxis

Subject Area Assessment(s) scores: _____

If you are an Elementary Education Major, please note when you plan to take the State required

Foundations of Reading Test _____

If you are adding an Endorsement to your license (coaching, SPED, ECED 3-4), please note when you plan to take the required Praxis test/s. (may qualify for exemption in coaching)

Name of Endorsement _____

Arts Engagement Series Events Completed _____

Chapel Credits _____

To the best of my knowledge the information given in this application is complete and accurate.

Signature of Candidate/Date

*NOTE: You will not be placed in a school until all required scores are received in the Office of the Dean and Licensure Office McC311.



Candidate Information Form

Name: _____

Address: _____

Phone: _____

Nearest Relative: _____

Relationship to Candidate: _____

Address of Relative: _____

Phone of Relative: _____

[illegible]

List your experience working with children and/or youth.

List your activities, memberships, and leadership positions.

List your work experience.

Employer

Type of Work

What are your plans upon graduation?



Residency Agreement

I, _____, understand and agree to the following conditions for the Professional Year with Residency:

1. Placements made in one of the three schools listed on the application will be final. No changes will be made once experienced mentor teachers have been notified. If placements are not available in one of the three districts indicated on the application, the candidate will be consulted before an alternate placement will be made.
2. Candidates will follow the schedule of the cooperating school and meet university requirements. Holidays will be taken with the school, not with the University.
3. Candidates will assume the schedule and responsibilities of the experienced mentor teachers including assigned duties, supervision and professional development.
4. Candidates will report ALL absences to their Clinical Supervisor and the Director of Student Teaching. Candidates missing more than the allowed days will return to the assigned school where the shortage occurred. Candidates missing more than the allowed days will be required to consult with the Director of Student Teaching to discuss the make-up days.
5. Candidates will follow the dress code and exhibit professional dispositions as discussed throughout the OBU teacher education program.

Signature of the Candidate
for Residency

Date



Initial Portfolio Presentation and Interview

Candidates will meet with the Student Teaching Director at the beginning of Semester 6 to discuss the requirements and logistics for creating their initial portfolio presentation.

The Initial Portfolio Presentation consists of the following components:

- 1) Electronic portfolio using google sites
- 2) Presentation of 9 items corresponding to the Aspiring Teacher Rubric Domains
- 3) Interview portion to simulate job application process

In the electronic initial portfolio, candidates are to have 9 items that exhibit their growth and strengths throughout their education and/or major courses.

- Philosophy of Education Paper - required item
- 2 items of your choice for Domain 1: Planning and Preparation
- 2 items of your choice for Domain 2: Classroom Environment
- 2 items of your choice for Domain 3: Instruction
- 2 items of your choice for Domain 4: Professional Responsibilities

Steps for Developing Electronic Initial Portfolio

1. **Title Page**
 - a. Title of portfolio
 - b. Professional picture
 - c. Major (minors, endorsements)
2. **Tab 1: Philosophy of Education**
3. **Tab 2: Domain 1: Planning and Preparation**
 - a. Gather/label 2 items that represent Planning and Preparation
4. **Tab 3: Domain 2: Classroom Environment**
 - a. Gather/label 2 items that represent Classroom Environment
5. **Tab 4: Domain 3: Instruction**
 - a. Gather/label 2 items that represent Instruction
6. **Tab 5: Domain 4: Professional Responsibilities**
 - a. Gather/label 2 items that represent Professional Responsibilities
7. Expectations and information for labeling items:
 - a. Dept # (i.e. EDFN 2003)
 - b. Course name (i.e. Foundations of Education)
 - c. Evidence name (i.e. Philosophy of Education Paper)
 - d. 2-3 specific Aspiring Teacher Rubric components that relate to the item 2a Building Respect and Rapport, 3c Engaging Students in Learning)
 - e. NOTE: when labelling Domain 1 items, choose only from Domain 1 components; similarly with Domain 2, 3, and 4 items.



Suggested Items for Portfolio

Each candidate will present his/her portfolio to a committee of faculty from the EPP, TEC, and public school personnel. Examples of work samples that can be included in your portfolio:

Domain 1: Planning and Preparation 1) Lesson Plans 2) Statement of Belief Regarding the Multicultural Dimensions of Teaching 3) Research Papers 4) Field Experience Observations/Reflections 5) Author Study 6) Rehearsal Plans/Programs 7) Choral Arrangements/Score Study 8) Conducting Videos 9) Sports Training Program 10) Content Specific: a) Projects, Labs, Presentations, Papers, Speeches	Domain 2: Classroom Environment 1) Student Questionnaire 2) Parent Survey 3) First Day Handouts/Expectations 4) Class Profile Summaries 5) Philosophy of Classroom Management 6) Classroom Management Plan 7) Philosophy of Music Education 8) Procedures 9) Classroom Design 10) Autobiographical Case Study 11) Statement of Belief Regarding the Inclusion of Students with Special Needs
Domain 3: Instruction 1) Lesson Plans 2) Peer Teaching/Presentations 3) Rehearsal Plans/Marching Show 4) Conducting Videos 5) Acting Journal 6) Directing Notebook 7) Assessment Research 8) Assessments	Domain 4: Professional Responsibilities 1) Reflection on Field Experiences 2) Lesson Plan Reflections 3) Teacher Evaluations/Self-Evaluations 4) Family Handbook 5) Conferences/Reflection 6) Resume 7) Administration Handbook 8) Senior Exhibit/Recital

Sample questions for Interview Portion

The portfolio interview will include a Q&A session by the committee. Sample questions include:

1. What is your philosophy of teaching?
2. How do you plan to blend or adapt that philosophy with that of the mentor teacher?
3. What do you perceive to be your greatest teaching strength? Weakness?
4. What is your philosophy of classroom management?
5. What have you learned about modifying your lessons to meet the special needs or diverse populations of students?
6. What do you hope to gain from the student teaching experience?
7. How have you grown in your philosophy of education since Foundations of Education?

There may be additional questions from the Interview Team for each licensure area.

Portfolio Presentation and Interview Forms

Name: Interviewer **INITIAL Portfolio Presentation & Interview**

Semester/Year: Licensure Area: **POST Portfolio Presentation & Interview**
Date:

The purpose of the portfolio presentation is to determine the mastery of the four ATR domains and to prepare candidates for a professional teaching interview. Candidates must score 75% on Initial-Portfolio for admission into Gate 3 – Professional Year and must score 80% on Post-Portfolio for admission into Gate 4 – Program/Licensure Requirement. Candidates will be assessed using the rubric given below. Lesson plans must be included in your licensure area. The interview panel will be looking for pieces of evidence that support the candidate's knowledge of early childhood, middle childhood and adolescent development, multiple interacting influences and aspects of development, creating appropriate environments, the context for development, evidence of content knowledge, incorporation of technology tools, an understanding of the goals, benefits, and uses of student assessment, the use of multiple forms of assessment, understanding of effective teaching practices, use of self-reflection, knowledge and use of ethical guidelines and professional standards, and an evidence of collaborative partnerships. Pieces of Evidence should be used only once.

Portfolio Presentation	Ineffective	Progressing	Effective	Comments
Category	1	2	3	
Introduction w/ Required Items Initial: Philosophy of Education Post: Placement, Resume	Candidate evidence for teacher readiness does not demonstrate sufficient growth and knowledge of planning and preparation, classroom environment, instruction, or professionalism when referencing the required items.	Candidate evidence for teacher readiness inconsistently demonstrates sufficient growth and knowledge of planning and preparation, classroom environment, instruction, or professionalism when referencing the required items	Candidate evidence for teacher readiness demonstrates sufficient growth and knowledge of planning and preparation, classroom environment, instruction, or professionalism when referencing the required items.	
	1	2	3	
Domain 1: Planning & Preparation Post: Seating Charts, Class Profiles	Candidate evidence for instructional planning does not demonstrate sufficient knowledge of content, pedagogy, students, outcomes, resources, coherent instruction, or assessments.	Candidate evidence for instructional planning inconsistently demonstrates sufficient knowledge of content, pedagogy, students, outcomes, resources, coherent instruction, or assessments.	Candidate evidence for instructional planning consistently demonstrates sufficient knowledge of content, pedagogy, students, outcomes, resources, coherent instruction, or assessments.	1.Component _____ 2.Component _____

	1	2	3	
Domain 2: Classroom Environment Post: Case Study, First Day of School Presentation	Candidate evidence for the classroom environment does not demonstrate sufficient knowledge of establishing respect, rapport, culture for learning, procedures, management of behavior, or physical space.	Candidate evidence the classroom environment inconsistently demonstrates sufficient knowledge of establishing respect, rapport, culture for learning, procedures, management of behavior, or physical space.	Candidate evidence for the classroom environment consistently demonstrates sufficient knowledge of establishing respect, rapport, culture for learning, procedures, management of behavior, or physical space.	1.Component _____ 2.Component _____
	1	2	3	
Domain 3: Instruction Post: Teacher Work Sample, Lesson Plans	Candidate evidence for instruction does not demonstrate sufficient knowledge of communicating with students, questioning and discussions, engaging students, using assessment, or demonstrating flexibility.	Candidate evidence instruction inconsistently demonstrates sufficient knowledge of communicating with students, questioning and discussions, engaging students, using assessment, or demonstrating flexibility.	Candidate evidence for instruction consistently demonstrates sufficient knowledge of communicating with students, questioning and discussions, engaging students, using assessment, or demonstrating flexibility.	1.Component _____ 2.Component _____
	1	2	3	
Domain 4: Professional Responsibilities Post: ATR Evaluation Forms, Weekly Reflections, Summative Reflection	Candidate evidence for professionalism does not demonstrate sufficient knowledge of reflecting on teaching, maintaining records, communicating with families, participating in a professional community, growing professionally, or showing professionalism	Candidate evidence professionalism inconsistently demonstrates sufficient knowledge of reflecting on teaching, maintaining records, communicating with families, participating in a professional community, growing professionally, or showing professionalism	Candidate evidence for professionalism consistently demonstrates sufficient knowledge of reflecting on teaching, maintaining records, communicating with families, participating in a professional community, growing professionally, or showing professionalism	1.Component _____ 2.Component _____

Based on the evidence presented during this interview for this content area, please score the following:				
	Ineffective	Progressing	Effective	Evidence
	1	2	3	
Interview Portion: Attire, greeting, and demeanor	Attire was unprofessional; did not greet or shake hands with interviewer(s); did not come across as friendly enough or engaging enough with interviewers	Attire was ok, but not business professional; greeted and shook hands with interviewer(s) not in a professional enough manner; some improvements could be made in smiling, being friendly, and engaging more with interviewers	Attire was business professional; greeted and shook hands with interviewer(s) in a professional manner; smiled, had friendly demeanor and was engaged	
	1	2	3	
Interview Portion: Qualifications and skills	Demonstrated a lack of knowledge about interview questions; Did not answer questions using examples that matched their preparation experiences; Answers lacked enough detail and were of inappropriate length	Demonstrated some knowledge about interview questions; Answered questions using ok examples that matched preparation experience; Some answers provided enough detail, others did not; time management	Demonstrated excellent knowledge about interview questions; Answered questions using good examples that matched preparation experience. Answers provided enough detail and were of appropriate length	
	1	2	3	
Interview Portion: Interviewing skills and techniques	Eye contact was not adequate; Spoke too quickly or slowly; non-verbal body language was distracting, Communication style, grammar or language was inappropriate for the audience, Filler words (um, like, uh, right, okay) were used too frequently, Maintained poor posture	Eye contact was adequate, but inconsistent; Spoke at times too quickly or too slowly; Non-verbal body language was mostly complimented during the interview, but sometimes distracting; Communication style, grammar or language was often good, but sometimes inappropriate for the audience, Filler words were used moderately, Maintained ok posture	Eye contact excellent with each interviewer; Spoke at an appropriate pace; Non-verbal body language complimented the interview; Communication style, grammar and language was appropriate for the audience; Filler words were used minimally; Maintained good posture	



Portfolio Presentation and Interview Evaluation Summary Form

Date of Interview:

Candidate:

ID#:

Semester:

Phone #:

Level: **Admission** to Residency or **Completion** of Residency

Major:

Strengths:

Suggestions for improvements:

Signatures of interviewers:

[Note: This form is to be attached to the Portfolio Rubric and submitted to the Director of Student Teacher at the conclusion of the Initial Portfolio Presentation and Interview.]



Praxis, RCA Interest, 240tutoring Meeting

Email Sent to Candidates in Semester 6:

Hi future residents!

It is almost that time of year to start thinking about the Professional Year of Residency! Although it may be a semester away, we are needing to sign up for the Praxis exams and talk about other exciting events!

Agenda:

1. Praxis Discussion
2. Interested in going to Ron Clark Academy in Atlanta, GA in September?
3. Free 240tutoring available when you are ready to study for Praxis

Praxis: Our Education Department has implemented a policy to help you stay on track for taking the Praxis. Here is the policy: In order to enroll in the Student Teaching Seminar I in the Fall pre-registration, you will need to show a copy of your Praxis II admission ticket(s). Once Mrs. Tammy or Dr. Pool has seen your ticket(s), your petition for the class will be removed. NOTE: You will need to schedule to take the Praxis sometime between now and August 1.

1. Dr. Sharp and Dr. Pool will be holding a required Praxis meeting on Thursday, March X at 10:00am in Mc312. This meeting will only take about 20-30 minutes. In this meeting,
2. we will be confirming which Praxis test you are needing to take, and you can receive assistance on how to sign up.
3. We highly suggest you take the test at the beginning of the summer, so that if you need to retake, you will have the end of the summer for your second attempt. Please send passing scores to OBU by August 1.

Praxis Information:

1. Go to ets.org and find the Register Button
2. Make an account
3. Click on Arkansas to find your test(s) and add to cart
4. Fill out demographic info - select Ouachita Baptist University
5. Decide if you want to take the test at a facility or at home
6. If you are ready and have a credit card, sign up for a time
7. Come **initial and sign our Praxis document** indicating you are aware of the new policy
 - a. **Petition for Student Teaching Seminar I**
 - b. **Petition will be removed when you give us a copy of your admission ticket/dates**
 - c. **Send passing scores to OBU by August 1st**

Background Check/Child Maltreatment Check/Fingerprinting

Instructions given to candidates in Semester 6:

Step 1: Go to Arkansas Dept of Education website- Educator Effectiveness and Licensure tab- click on Background Checks. [Division of Elementary and Secondary Education - Offices - Educator Effectiveness and Licensure - Licensure - Background Check Process \(arkansas.gov\)](#)

When inside the site, Choose Arkansas Dept of Education for your “School “and for the reason choose Teacher (Pre-Service).

Complete the online Background Check Consent form and pay online as directed. Save and print 1 copy of both the consent form and the receipt for payment.

Step 2: Call or register online with Amanda Stamps at Dawson Educational Cooperative to schedule a 15 min appointment for fingerprinting. Her number is 870-246-3077 or register online. Please complete your appointment within 14 days of completion of your consent form. [Fingerprinting | Dawson Education Service Cooperative \(thrillshare.com\)](#)

When you go for your appointment, take with you the completed Consent form, receipt of payment and a photo ID.

After you have completed the fingerprinting procedure, please have Ms. Stamps sign this form.

Step 3: For the Arkansas Child Maltreatment Central Registry Check- [Arkansas Child Maltreatment Central Registry Check](#) you will have to save the completed form with your e-signature that they email to you then upload it back into their site. A lot of people forget this step of uploading it back into the site! The link to upload this form is located within the body of the first email they sent you.

Step 4: Return all forms to the 3rd floor of McClellan.

Verification- I need a copy of:

- Background check consent form
- Receipt of payment for background check
- Proof that you got fingerprints completed
- Copy of Child Maltreatment form with e-signature

Congratulations! Just a few more steps and you will be student teaching soon!

Placement Procedures

On the application for the Professional Yearlong Residency, candidates indicate their first, second, and third choices for placement. The Director of Student Teaching will compile these choices for all applicants. Placement letters will be sent to the first choice whenever possible. Using the criteria provided and the input from the university, the school district will place the candidates with the experienced mentor teacher. If a district is unable to place a resident, the process will be repeated with the next choice of districts. **Candidates are not to contact prospective experienced mentor teachers in an effort to secure their own placements.**

Placements are made with the following criteria in mind:

- ❑ Each candidate will be placed in the public school which offers the best learning environment according to these criteria:
 - Knowledge of the cooperating school, its philosophies and practices;
 - Proximity of the requested placement to other residents; (When possible, two or more candidates will be placed in the same school in order to facilitate the building of a supportive network of peers.)
 - Where you do **not** have a spouse or other family member(s) employed in the same building as your resident request;
 - Availability of a university supervisor to visit the requested site.
- ❑ Candidates will be placed in one of the three school systems requested on the application without further consultation, however if none of these are available, candidates will be consulted.
- ❑ Assignments within school systems will be requested by level, as opposed to specific grade or teacher. (ie. elementary, middle school, or secondary subject area.)
- ❑ Assignment of candidates within the school system is made by the cooperating school administrator and the Director of Student Teaching using the established criteria.
- ❑ Assignments may be changed when unexpected hardships occur. Evidence of such hardships should be presented in writing to the Director of Teacher Education for consideration by the Teacher Education Council and Director of Student Teaching.

Exceptions to Placement Procedures

There may be times that candidates need to be placed in schools other than those named on the Professional Yearlong Residency application. In those cases, the candidate may write a letter to the Director of Teacher Education and the Teacher Education Council to request an exception. The letter should detail the exception being requested, as well as any information that would be helpful to the Council in understanding the unusual circumstances that necessitate the variation from the policy. Candidates will be notified of the decision of the Council. Additional fees may be needed to help defray costs if the change is approved.



Memorandum of Understanding

AGREEMENT BETWEEN PARTICIPATING RESIDENCY SITE/SCHOOL DISTRICT AND OUACHITA BAPTIST UNIVERSITY SCHOOL OF EDUCATION

This agreement details the responsibilities of the participating Residency Site and Ouachita Baptist University School of Education. It is understood that Residency Site refers to a school district which agrees to provide supervisory assistance for the Teacher Preparation Program of Ouachita Baptist University.

GOALS OF THE PARTNERSHIP BETWEEN OUACHITA BAPTIST UNIVERSITY AND THE RESIDENCY SITE

The goals of the partnership are to ensure the candidate is provided support both from the university and residency site in order to develop the candidate to be successful in the duties and responsibilities of a classroom teacher.

SELECTION OF MENTOR TEACHERS AND DISTRICT RESPONSIBILITIES

Because of the importance of the mentor teacher, criteria have been developed for their selection. These criteria are developed based on the requirements in the Year Long Residency and are unique to the Arkansas Department of Education and the LEARNS Act. Their objective is to define a relationship between the university and the residency site and between the mentor teachers and the residents who may be assigned to them.

Experienced mentors must meet the following requirements:

- Excludes practicing administrators
- Minimum three (3) years of teaching experience
- Standard Arkansas teaching license
- Master/Lead designation (preferred)
- Documented training in a DESE approved coaching model
- Evidence of a current effective or higher summative evaluation

Assignment of teacher candidates to mentor teachers will be made by the appropriate central office administrator and/or building principal. Residency Sites will ensure that proper supervisory procedures are followed by providing adequate evaluation and feedback both to the teacher candidate and to the university personnel. NOTE: each mentor supports **no more than two pre-service educators** at any time.

UNIVERSITY RESPONSIBILITIES

The university will provide technical support via a DESE credentialed clinical supervisor who will involve other university faculty or individuals as resource persons to aid in-service activities, supervisory activities, or other events for cooperating personnel as determined useful by the school and beneficial to the preparation program. The university supervisor will support, coach, and train the candidate through, but not limited to the following:

- Conduct four walkthroughs and two formal observations per semester
- Provide feedback and evaluations using the Aspiring Teacher Rubric
- Teach weekly seminar and/or methods courses, connecting the clinical experience to OBU's coursework
- Share data in meetings with candidate, mentor and school personnel for the purpose of improving practices
- Plan/facilitate data-driven, ongoing mentor training and support

JOINT RESPONSIBILITIES BETWEEN OUACHITA BAPTIST UNIVERSITY AND THE RESIDENCY SITE

The university supervisor and the mentor teacher will meet to discuss the progress of the teacher candidate. At that time, data from observations and student assessments will be analyzed to determine the effectiveness of the teacher candidate. If data support the need for intervention, the university supervisor and mentor teacher will develop a plan with the teacher candidate.

Superintendent/Representative/Date

Residency Site

Student Teaching Director /Date
Ouachita Baptist University School of Education



Criteria for Selecting Experienced Mentor Teachers

Teachers selected to serve as mentors must be exceptional educators identified by district administration and OBU. Together, district partners and the OBU EPP have developed an MOU to outline the requirements and expectations of mentor teachers.

The following criteria are to be met in selecting Experienced Mentor Teachers:

- Excludes practicing administrators
- Minimum three (3) years of teaching experience
- Standard Arkansas teaching license
- Master/Lead designation (preferred)
- Documented training in a DESE approved coaching model
- Evidence of a current effective or higher summative evaluation
- NOTE: each mentor supports **no more than two pre-service** at any time

While there are no perfect classrooms, EMTs do serve as models in instruction, classroom management, and other areas of professional life. As residents observe these aspects of teaching, they are encouraged to develop their own style with the support and advice of the EMT and Clinical Supervisor. Ultimately, however, residents are asked to respect the authority and responsibility of the EMT and other school personnel in determining what best meets the learning needs of the students. In very few situations, residents will be changed to a different placement to provide the appropriate environment for residency, in consultation with the school.

Responsibilities of Experienced Mentor Teachers

Responsibilities

- Co-plan, co-teach, debrief, problem solve, and coach resident daily
- Attend required mentor teacher trainings
- Complete monthly Mentor Progress Reports
- Support the resident in the required POP Cycle Evaluations
- Include resident in Professional Learning Communities and school-based professional development when possible

Planning and Preparation

- Establish and maintain and schedule consistent planning time with resident
- Establish independent planning responsibilities with the resident and support/scaffold them in their understanding of core content areas
- Lead, model and coach resident to:
 - Plan backward to align all lessons, activities and assessments
 - Design instruction that is enriched (developing higher order thinking skills) and personalized (reflecting learning levels and interests of individual students)
 - Design assessments that accurately assess student progress



Classroom Environment

- Lead, model and coach resident to:
 - Establish a culture of respect, enthusiasm, and rapport
 - Identify and address individual students' social, emotional, and behavioral learning needs and barriers
 - Hold students accountable for high expectations of behavior and engagement

Professional Responsibilities

- Engage in informal check-ins with the University Supervisor to share progress updates and align for support for resident
- Provide feedback, developmental advice, and assignments to develop resident's effectiveness
- Solicit and receive feedback to improve professional skills
- Provide a safe space for residents to practice, implement and refine instructional strategies and classroom culture

Instruction

- Lead, model and coach resident to:
 - Be flexible and innovative with student-centered instructional approaches
 - Incorporate co-teaching models on a regular and continuous basis
 - Incorporate questioning and discussion in teaching

Instruction

- Incorporate small group and individual instruction to personalize and tailor instruction to individual needs
- Monitor and analyze student assessment data to inform enriched instruction by teacher
- Communicate with students, provide authentic, timely feedback, and keep them informed of their progress

Co-Teaching Expectations and Models

Co-Teaching Expectations

Residency is a collaborative process between a resident and the school community. Although it is informative to see if a resident can function independently, the strongest preparation for a resident is not time alone but constant modeling by an experienced mentor teacher. Mentor teachers should teach with the resident other than during the formal observations.

Residents will become increasingly more involved in planning and instructing to become more confident to teach independently. When the resident is actively teaching, the mentor is most instructive when they continue to observe, give advice, provide feedback, and look for co-teaching and co-planning opportunities. In addition to co-teaching the same lesson, this is an ideal time for the mentor teacher to parallel teach or pull small groups or individual students for additional remediation or enrichment. Whether it is called "team" teaching, "partner" teaching, or "co-teaching," the most academic success for students and the most benefit for the mentor teacher and resident is when both members in the teaching partnership are active.

Co-Teaching Models

The OBU EPP has adopted a co-teaching model. Residents must be actively engaged in as many of the classroom elements as possible from the beginning. Residents should assume greater responsibilities throughout their residency.

Co-Teaching Model	Description of the Co-Teaching Model
One Teach, One Assist	One teacher has primary instructional responsibility. At the same time, the other assists students with their work, monitors behaviors or corrects assignments.
One Teach, One Observe	One of the advantages of co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational data to gather during instruction. They can agree on a system for gathering data.
Team Teaching	Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage student discussion. Both teachers are actively involved in the management of the lesson and discipline.
Station (Small Group) Teaching	Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The mentor teacher and resident are at stations; the other stations are run independently by the students or a teacher's aide.
Alternative Teaching	In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside the classroom. The small group does not have to integrate with the current lesson.
Parallel Teaching	In parallel teaching, the teacher and resident plan jointly but split the classroom in half to teach the same information simultaneously.

It is important to note that the mentor teacher maintains the authoring in pacing. When beginning residency, some co-teaching strategies are more appropriate than others. The mentor teacher decides when to use which strategies. Once both co-teachers are comfortable working with each other, the co-teachers are encouraged to vary the strategies and roles, as appropriate. The experienced mentor teacher will also fill out a monthly progress report to assist the EPP in enhancing the residency experience and co-teaching opportunities.

Resident Schedule

Seventh Semester-Residency 1	Eighth Semester- Residency 2
3 days in District (Tuesday-Thursday) 2 days at OBU (Monday and Friday)	4 days in District (Tuesday-Friday) 1 day at OBU (Monday)

Guidelines and Schedule for Residents

For Semester 7, residents will begin the school day (Tuesday, Wednesday, and Thursday) at 7:30am and will end their day at 1:30pm. For Semester 8, the school day (Tuesday-Friday) generally starts at 7:55am. and ends at 3:30pm. The daily schedules may vary from school to school. In Semester 8, residents are expected to follow the schedule of the experienced mentor teacher. This includes after-school meetings, professional development, Holidays, Spring Break, etc. The Director of Student Teaching must approve any change in the daily schedule. Residents are to request permission to observe in several different classrooms during the residency experience. The experienced mentor teacher and/or principal may develop a classroom visitation schedule. Residents are expected to take advantage of opportunities to learn through observation. Residents are not to substitute teach due to liability concerns.

It is expected that residents will be present and on time to their classroom or assigned duties except in cases of serious illness or other serious circumstances. Residents will be required to complete an absentee form to document their reason for being absent and a plan for making up any missing hours during the given semesters. The resident is responsible for reporting absences to (1) the Director of Student Teaching, (2) the experienced mentor teacher, and (3) any other needed personnel. Absenteeism beyond the number of days/hours allowed will require the resident to (1) receive an "I" (incomplete) in residency and (2) to complete make-up days. In the case of an illness or required absence, the following policy applies:

- Residents in a 3 day/week experience who miss more than three days must meet with the Director of Student Teaching, schedule make-up days at the end of the semester and document their plan on the Residency Improvement Plan Form.
- Residents in a 4-day/week experience who miss more than four days must meet with the Director of Student Teaching, schedule make-up days at the end of the semester and document their plan on the Residency Improvement Plan Form.
- Continuation of absences (any additional) following the meeting with their Director of Student Teaching will result in the removal of the resident from their placement and a review of their continuation in the residency.
- Student Athletes must meet with the Director of Student Teaching and map out their absences for each semester and devise a plan to make up the hours missed due to scheduled athletic events.



Professional Behavior

Residents are expected to demonstrate professionalism in their conversations regarding their classroom experiences. When people ask about the yearlong residency, be sure that no inappropriate comments are made about an experienced mentor teacher, students or parents. If a resident needs to discuss problems with the residency experience, an appointment with the Director of Student Teaching or University Supervisor should be scheduled. Residents are asked to analyze and reflect on experiences. This activity is not to be a “gripe” session.

As residents develop relationships with students, remember to keep an appropriate “professional distance.” It is strongly recommended that residents not give home phone numbers and e-mail addresses to students, nor share social media with students. All communication with students/minors must be of the highest professional caliber. Do not use e-mail or the phone to discuss other pupils or teachers with a student.

In many of the recent cases of sexual relations between students and teachers, inappropriate phone calls and e-mails were the beginnings of the relationships. Often this contact begins innocently enough and then becomes out of control. Know the limits and stick to them. Inappropriate communication will result in removal from the internship experience. Note: Facebook, Twitter, Instagram and any other websites or blogs in which you participate should be reviewed for any unprofessional content. Be especially aware of content that represents a violation of University policy or the policy of the school district to which you are assigned. Residents who post unprofessional information or information in violation of University or school policy will be removed from the residency experience.

Remember: You are also a mandated reporter for abuse and/or neglect.

Gradual Release Model - Classroom Responsibilities

Residents are expected to begin the Residency experience with a few days of observation so they may learn the schedule and procedures used in the assigned classroom. During this time, residents may call roll, distribute papers, review assignments and perform other basic classroom tasks. Residents should focus on learning names and appropriate procedures.

Beginning in Week Two, the resident should be given one subject or class to prepare, instruct and evaluate. In Week Three, another class or subject should be added. Additional classes or subjects should be added until the resident has gradually taken the full responsibility for the classroom preparation, instruction and assessment. It is recommended that the experienced mentor teachers provide the resident with a calendar showing when the various absences will be added to the schedule. Most residents will have at least one week of “solo” teaching per rotation.



Yearlong Residency Teaching Model (2 Pathway Options)

Pathway A: Fall Rotation and Spring Rotation

2 Separate School Placements and 2 Experienced Mentor Teachers

Fall Rotation - Minimum Resident Responsibilities (T, W, TH)		Spring Rotation - Minimum Resident Responsibilities (T, W, TH, F)	
Wk 1	Tiger Serve Teachers Week Peake, Goza, AHS	Wk 17	Tiger Serve Teachers Week Partner Schools
Wk 2	Observe, Introductions - class profiles, student surveys Suggested Co-Teaching: One Teach/One Observe	Wk 18	Observe, Introductions - class profiles, student surveys Suggested Co-Teaching: One Teach/One Observe
Wk 3	Assume partial responsibility for leading routines (attendance, bell work, dismissal, transition) Suggested Co-Teaching: One Teach/One Assist	Wk 19	Assume partial responsibility for leading routines (attendance, bell work, dismissal, transition) Suggested Co-Teaching: One Teach/One Assist
Wk 4	Assume partial responsibility for leading Suggested Co-Teaching: One Teach/One Assist	Wk 20	Assume partial responsibility for leading Suggested Co-Teaching: One Teach/One Assist
Wk 5	Co-plan and lead in one subject area or class period; Co-plan and lead small group activities Suggested Co-Teaching: Station/Parallel/Team/Alternative Teaching	Wk 21	Co-plan and lead in one subject area or class period; Co-plan and lead small group activities Suggested Co-Teaching: Station/Parallel/Team/Alternative Teaching
Wk 6	Co-plan and lead in one subject area or class period; Co-plan and lead small group activities Suggested Co-Teaching: Station/Parallel/Team/Alternative Teaching	Wk 22	Co-plan and lead in one subject area or class period; Co-plan and lead small group activities Suggested Co-Teaching: Station/Parallel/Team/Alternative Teaching
Wk 7	Co-plan and lead in two subject areas or class periods; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom	Wk 23	Co-plan and lead in two subject areas or class periods; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom
Wk 8	Co-plan and lead in two subject areas or class periods; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom	Wk 24	Co-plan and lead in two subject areas or class periods; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom
Wk 9	Co-plan and lead in 3 subject areas or classes; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom	Wk 25	Co-plan and lead in 3 subject areas or classes; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom
Wk 10	Co-plan and lead in 3 subject areas or classes; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom	Wk 26	Co-plan and lead in 3 subject areas or classes; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom
Wk 11	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom	Wk 27	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 12	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom	Wk 28	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 13	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom	Wk 29	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 14	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom	Wk 30	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 15	Observe in other classes	Wk 31	Observe in other classes
Wk 16	Make-up Week	Wk 32	Make-up Week



Pathway B: Fall Rotation/Spring Rotation (1 School Placement, 1 EMT Placement)

Fall Rotation - Minimum Resident Responsibilities		Spring Rotation - Minimum Resident Responsibilities	
Wk 1	Tiger Serve Teachers Week Peake, Goza, AHS	Wk 17	Co-plan and lead in 3 subject areas or classes; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom
Wk 2	Observe, Introductions - class profiles, student surveys Suggested Co-Teaching: One Teach/One Observe	Wk 18	Co-plan and lead in 3 subject areas or classes; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom
Wk 3	Assume partial responsibility for leading routines (attendance, bell work, dismissal) Suggested Co-Teaching: One Teach/One Assist	Wk 19	Co-plan and lead in 3 subject areas or classes; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom
Wk 4	Assume partial responsibility for leading Suggested Co-Teaching: One Teach/One Assist	Wk 20	Co-plan and lead in 3 subject areas or classes; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom
Wk 5	Assume partial responsibility for leading routines Suggested Co-Teaching: One Teach/One Assist	Wk 21	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 6	Co-plan and lead in one subject area or class period; Co-plan and lead small group activities Suggested Co-Teaching: Station/Parallel/Team/Alternative Teaching	Wk 22	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 7	Co-plan and lead in one subject area or class period; Co-plan and lead small group activities Suggested Co-Teaching: Station/Parallel/Team/Alternative Teaching	Wk 23	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 8	Co-plan and lead in one subject area or class period; Co-plan and lead small group activities Suggested Co-Teaching: Station/Parallel/Team/Alternative Teaching	Wk 24	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 9	Co-plan and lead in one subject area or class period; Co-plan and lead small group activities Suggested Co-Teaching: Station/Parallel/Team/Alternative Teaching	Wk 25	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 10	Co-plan and lead in two subject areas or class periods; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom	Wk 26	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 11	Co-plan and lead in two subject areas or class periods; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom	Wk 27	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 12	Co-plan and lead in two subject areas or class periods; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom	Wk 28	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 13	Co-plan and lead in two subject areas or class periods; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom	Wk 29	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 14	Co-plan and lead in two subject areas or class periods; Co-plan and lead small group activities Suggested Co-Teaching: any appropriate for subject or classroom	Wk 30	Co-plan and lead all subject areas or classes Suggested Co-Teaching: any appropriate for subject or classroom
Wk 15	Observe in other classes	Wk 31	Observe in other classes
Wk 16	Make-up Week	Wk 32	Make-up Week

Yearlong Residency Senior Seminar Course Schedule

Fall Rotation (Monday and Friday)		Spring Rotation (Monday)	
Dates	Content Focus	Dates	Content Focus
Week 1 (T,W,Th,F)	Discuss Expectations for semester 7 Child Maltreatment, Code of Ethics, Family/Comm. Tigers Serve Teachers Week!	Week 17 (T,W,Th,F)	Discuss Expectations for Semester 8 Suicide Prevention, Trafficking, Bullying, Dyslexia 4e: Growing and Developing Professionally
Week 2 (M,F)	1b: Demonstrating Knowledge of Students Student Surveys, Class Profiles, Seating Charts	Week 18 (M)	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport R1
Week 3 (M,F)	2a: Creating an Environment of Respect and Rapport Collect Student Surveys	Week 19 (M)	1a: Demonstrating Knowledge of Content and Pedagogy 2c: Managing Classroom Procedures R2
Week 4 (M,F)	2c: Managing Classroom Procedures	Week 20 (M)	4c: Communicating with Families R3
Week 5 (M,F)	1a: Demonstrating Knowledge of Content and Pedagogy Curriculum Maps	Week 21 (M)	4c: Communicating with Families R4 PTC Simulation
Week 6 (M,F)	2b: Establishing a Culture for Learning	Week 22 (M)	Teacher Work Sample Overview R5
Week 7 (M,F)	1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources RISE 1	Week 23 (M)	Teacher Work Sample Overview R6
Week 8 (M,F)	3a: Communicating with Students	Week 24 (M)	Teacher Work Sample Implementation R7
Week 9 (M,F)	1f: Designing Student Assessments RISE 2	Week 25 (M)	Teacher Work Sample Implementation R8
Week 10 (M,F)	3d: Using Assessment in Instruction	Week 26 (M)	Presentations of Teacher Work Sample R9
Week 11 (M,F)	1e: Designing Coherent Instruction RISE 3	Week 27 (M)	4a: Reflecting on Teaching R10
Week 12 (M,F)	3c: Engaging Students in Learning	Week 28 (M)	4b: Maintaining Accurate Records R11 Case Study
Week 13 (M,F)	3b: Using Questioning and Discussion Techniques	Week 29 (M)	4d: Participating in a Professional Learning R12 Community Presentations of Case Study
Week 14 (M,F)	3e: Demonstrating Flexibility and Responsiveness	Week 30 (M)	4a: Reflecting on Teaching R13
Week 15 (M,F)	2d: Managing Student Behavior	Week 31 (M)	4a: Reflecting on Teaching Summative Reflection
Week 16 - Make-up (M)	4f: Showing Professionalism Adam Wheat- Resume and Career Building Reciprocity	Week 32 Make-up (M-Th)	Present Student Teaching Portfolios Apply for Teaching License Celebrate!

Note: Weeks indicating completion of observations: **2 formal ATR observations** and **2 walk-throughs**



Class Profile Summary

(complete a form for every class you teach)

Name of Candidate: _____

Grade Taught: _____

Subject Taught: _____

1. How many students will be observed?

_____ Male students
_____ Female students
_____ Total number of students

2. What is the age range of the students being taught? _____

3. How many have the following exceptionalities?

_____ Blind or visually impaired
_____ Deaf or hearing impaired
_____ Developmentally challenged
_____ Emotionally or behaviorally challenged
_____ Gifted
_____ Learning challenged
_____ Physically challenged
_____ Other (please specify)

What modifications are required on their I.E.P.'s? Please list students using a code name and their modifications on an additional sheet of paper and attach to this form.

4. With respect to the following, how would you describe your students?

_____ African American or Black, non-Hispanic
_____ Asian, Asian American, or Pacific Islander
_____ Mexican American or Chicano
_____ Native American, Inuit, or Aleut
_____ Puerto Rican
_____ Other Hispanic
_____ White, non-Hispanic
_____ Other (please specify)

Class Profile Summary continued

1. Domain 1: What specific prior knowledge or academic/content background knowledge do you need to be aware of regarding your students to be successful in this rotation?
2. Domain 2: What are procedures, rules, and expectations for student behavior in this class? Is there a specific classroom management program the school uses?
3. Domain 3: Is there anything about the learning environment that you think might affect your students or the scheduled observation?
4. Domain 4: How does the experienced mentor teacher or you communicate with the parents or guardians of students in the class? For what reasons?



Residency Absence Form

Residents must fulfill the required days/hours for each residency semester.

- Semester 7
 - OBU Courses - Monday and Friday
 - Residency - Tuesday, Wednesday, Thursday (6 hrs for 15 wks, 270 hrs)
- Semester 8
 - OBU Courses - Monday
 - Residency - Tuesday, Wednesday, Thursday, Friday (15 wks per school schedule)
- NOTE: The Student Teaching Director and athletic coaches will work with residents to design schedules with make-up days/hours missed for athletic travel/events.

Name of Candidate: _____

School: _____

Name of Experienced Mentor Teacher: _____

Name of Clinical Supervisor: _____

Date of Absence: _____

- ☐ Full day absence
- ☐ Partial day absence (from ____:____ to ____:____)
- ☐ Other (please specify) _____

Reason for absence:

Action Plan for making up hours to fulfill time requirement:

Signature/Date: _____



The Director of Student Teaching will assign a Clinical Supervisor to each resident. The Supervisor is a central support for residents as they supervise, coach, and mentor. They will make a minimum of four walkthroughs and two formal observation visits per rotation. During each of these visits, the Supervisor will watch the lesson to recognize strengths and areas of improvement related to instructional competency and professionalism, to provide intensive classroom support and instructional modeling, and to assist residents in developing and excelling. A post observation conference will be conducted in which the resident will reflect on the lesson. The conference will also serve as the opportunity for the resident and supervisor to assess the progress of the resident. While the conference will often include the experienced mentor teacher, the supervisor may choose to talk with the teacher in a separate meeting.

Additional responsibilities of the clinical supervisor include, but not limited to the following:

- Provide feedback and evaluations using the Aspiring Teacher Rubric
- Teach weekly seminar and/or methods courses, connecting the clinical experience to OBU's coursework
- Share data in meetings with resident, mentor and school personnel for the purpose of improving practices
- Plan/facilitate data-driven, ongoing mentor training and support

Clinical Supervisor Roles and Responsibilities

Qualifications

A master's degree in education or related field is preferred. A teaching license and at least three years of teaching experience are required. Strong leadership, communication, and interpersonal skills are expected.

Clinical Supervisor Responsibilities

The Clinical Supervisor is the liaison between OBU, the resident, the mentor teacher and the school district. The Clinical Supervisor carries a shared responsibility with the mentor teacher for the resident's induction into the role of a successful teacher and will serve as a coach who provides feedback to support the resident's development.

Coaching Criteria

Clinical Supervisors will be expected to have completed the required Coaching Training, Aspiring Rubric Training, and any other DESE-required training. Clinical Supervisors will conduct the required pre-observation, observation, and post-observation cycle (POP) during both residency semesters. The Clinical Supervisors will support the resident in the development of pedagogical knowledge, dispositions and co-teaching.



Aspiring Teacher Rubric

The Clinical Supervisor will use the following Aspiring Teacher Rubric forms to provide documentation to the resident and appropriate stakeholders:

- Aspiring Teacher Rubric https://dese.ade.arkansas.gov/Files/Aspiring_TESS_Rubric_2023_November_EEF.pdf
- Aspiring Teacher Rubric Feedback and Rating Sheet for Residents
- Aspiring Teacher Rubric Feedback and Rating Microsoft Form for Director of Student Teaching

POP Cycle

Residents are formally observed and evaluated two times per semester by the Clinical Supervisor using the Aspiring Teacher Rubric to ensure residents are making a positive impact on student learning. If concerns arise, the Clinical Supervisor should consult with the Director of Student Teaching and a Residency Improvement Plan will be created.

It is expected that the Clinical Supervisor will provide the resident with clear evidence, including specific examples from observed practice to document areas of reinforcement and refinement with specific and focused action steps as specified by ATR. Clinical Supervisors will provide the Residents with follow-up support after the Post Conference by conducting Classroom Walk-Throughs and on the spot coaching. University professors will demonstrate lessons, and model teaching strategies in Seminars and coursework.

Steps for the POP Cycle

1. **Schedule the Pre-Conference:** Schedule a time for a Pre-Conference and observation.
2. **Pre-Conference:** Resident submits lesson plan and assessment documents in advance. Both the mentor teacher and Clinical Supervisor should review the lesson plan and provide the resident with suggestions, strategies for improvement, and questions designed to improve the lesson. Clinical Supervisors may use pre-conference questions designed to prompt residents and to ensure they are ready to deliver their lessons.
3. **Observation:** The Clinical Supervisor will observe the resident's lesson and script, gather evidence, and score the lesson based on the Aspiring Teacher Rubric indicators.
4. **Schedule the Post Conference:** The Clinical Supervisor will schedule a post-conference to review evidence and identify areas for reinforcement and refinement.
5. **Post-Conference:** The Clinical Supervisor will meet with the resident to conduct a post-conference using the Post- Conference Discussion Guide and ATR ratings. Residents are provided with detailed feedback on areas for reinforcement and areas for refinement based on evidence and tied to specific indicators. These indicators will help the candidate grow in ability to positively impact student learning.



Professional Dispositions

During the residency semesters, Clinical Supervisors will support residents in developing characteristics of a professional educator. Although these characteristics are many, the Clinical Supervisor will focus explicitly on the Professional Dispositions in the Educator Disposition Assessment and Domain 4 of the Aspiring Teacher Rubric. Residents are expected to exhibit professionalism in all interactions. Clinical Supervisors will assess resident performance during Classroom Walk-throughs, POP Cycles, interactions, meetings and seminars.

Mentor teachers assess their resident's professional expectations once a month by completing the Mentor Teacher Progress Report. Residents who need professional support will develop a Residency Improvement Plan.

Formal Complaint Policy

Although program personnel make every effort to resolve conflict collaboratively, occasionally a candidate needs a mechanism for having a complaint or concern addressed formally. Candidates who have exhausted all means of resolving a problem with the party (ies) involved may file a formal complaint, in writing, with the Dean of the School of Education. The Dean will present the complaint to the Teacher Education Council for consideration. The Council will inform the student of its decision. If the issue is still not resolved, the student may submit the complaint to the Vice President for Academic Affairs. The VPAA's action will be reported to the student and the Teacher Education Council. The final appeal shall be to the President of the University.

Resident Development Plan

Candidates must meet professional expectations outlined in the Educator Disposition Assessment. During all Gates, an academic alert can be submitted for candidates not meeting professional expectations and/or milestones. The academic alert is a university-wide system that allows all stakeholders from faculty members to academic advisors to communicate any concerns. In addition to the academic alert, Resident Development Plans are created to ensure candidates have targeted goals for pedagogical, content, and/or disposition concerns.

[Residency Development Plan form](#)



Lesson Plan

Residency requires in-depth lesson planning and the use of High-Quality Instructional Materials (HQIM). Planning is vital to the resident's work as a teacher. Lesson planning at this advanced program stage requires residents to use the knowledge, skills and dispositions from previous coursework. To view the lesson plan template and scoring rubric, see Gate 1. In addition, residents will receive additional instruction during their residency experience about effective lesson design. Residents will use the OBU Pre-observation, Observation, and Post-observation Cycle (POP) during both residency semesters.

Mentor teachers and Clinical Supervisors will evaluate the resident's lesson plan using the Aspiring Teacher Rubric before teaching an observed lesson. Residents must complete and submit written lesson plans for every formally observed lesson taught during both semesters of residency. Clinical Supervisors should inform residents that they must use the OBU Lesson Plan Template for POP Cycles. However, the candidate may use the district-approved lesson planning format or their mentor teacher's template for all other lesson plans.

During a resident's solo week, residents are required to create a teacher work sample. The Teacher Work Sample will be presented during the Post-portfolio presentation and interview. The Teacher Work Sample components include the following:

- Contextual Factors of the resident's school district community, school, classroom, and students
- Learning goals from the solo week lesson plans
- Assessment documentation for pre-assessment, post-assessment, and formative assessments within the lesson plans
- Design for instruction analysis from the solo week lesson plans
- Instructional decision making regarding IEPs and 504s for each lesson plans
- Student growth impact from analysis of assessment data
- Reflection and self-evaluation on future reinforcement and refinements



Teacher Work Sample

Name _____ Date _____
 Major _____ Semester _____

Directions: The purpose of this assignment is for candidates to demonstrate their ability to positively impact K-12 learning and development through designing a Teacher Work Sample during their solo week of student teaching. Candidates must score 75% on the TWS for admission into Gate 4 – Program/Licensure Requirements. Candidates are to choose and plan a mini-unit that is appropriate for the developmental level of their students during their student teaching placements and that demonstrates content knowledge. They complete a pre-assessment, teach the lessons for the unit as planned, and administer a post-assessment to measure the learning of the students. The candidates reflect on the effectiveness of their lesson plans and their teaching. Then candidates design further instruction based on data from assessments and reflections. They compile the lesson plans, student samples used for assessment, reflection, and redesigned lesson plans into a folder and submit the Teacher Work Sample (TWS) packet to the course instructor for EDFN 4402 who will evaluate the teacher work sample using the rubric given below. Candidates are to include the TWS in their Post Student Teaching Portfolio Presentation and Interview.

Circle the number of the evaluation for each category.

	Ineffective	Progressing	Effective	
Requirement	1	2	3	
Contextual Factors The candidate uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.	Candidate displays a lack of, or minimal understanding of the characteristics of the community, school, classroom, and of individual students that may affect learning. Candidate provides few or no implications for instruction and assessment based on student's individual differences.	Candidate displays a general understanding of the characteristics of the community, school, classroom, and of individual students that may affect learning. Candidate provides general implications for instruction and assessment based on student's individual differences.	Candidate displays a comprehensive understanding of the characteristics of the community, school, classroom, and of individual students that may affect learning. Candidate provides specific implications for instruction and assessment based on student's individual differences.	

	Ineffective	Progressing	Effective	
	1	2	3	
Learning Goals The candidate sets significant, challenging, varied, and appropriate learning goals.	Learning goals are stated as activities rather than learning outcomes and reflect only one type of learning. Learning goals are developmentally inappropriate and lack alignment to student's prior knowledge and to state standards.	Learning goals are generally stated as learning outcomes (objectives), but fail to reflect a variety of learning styles and/or exclude higher order thinking skills. Learning goals are less than appropriate and fail to align with assessment of student's prior knowledge and/or to state standards.	Learning goals are specifically stated as learning outcomes (objectives), reflect several types of learning and address higher order thinking skills. Learning goals are developmentally appropriate and aligned with assessment of student's prior knowledge and to state standards.	
	1	2	3	
Assessment Plan The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.	Pre-assessment and post assessment are unclear or alignment to each other and learning goals is lacking. Method of assessment is unclear and lacks alignment to learning goals. One form of assessment is planned throughout the instructional sequence.	Pre-assessment and post assessment are evident and somewhat aligned to each other and to learning goals. Some learning goals are assessed; assessment criteria are unclear and are not aligned with learning goals in content and complexity. Multiple forms of assessment are planned but none are performance based.	Pre-assessment and post assessment are evident and fully aligned to each other and to learning goals. Each learning goal is assessed; assessment criteria are clear and are aligned with learning goals in content and complexity. Multiple forms of valid assessment are planned throughout the instructional sequence.	

	1	2	3	
Design for Instruction The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.	Few or no lessons, activities, assignments, and resources are linked to learning goals. Content appears to be inaccurate and is disorganized within the unit of instruction. Little variety of instructional procedures exists with no attention given to student's assessed prior knowledge. Technology is not used or is used inappropriately.	Some lessons, activities, assignments, and resources are linked to learning goals. Content appears to be accurate but lacks organization within the unit of instruction. A few instructional procedures, including an ineffective use of technology, are used with attention to student's assessed prior knowledge.	All lessons, activities, assignments, and resources are explicitly linked to learning goals. Content appears to be accurate and logically organized within the unit of instruction. A variety of instructional procedures, including effective use of technology, are used with attention to student's assessed prior knowledge.	
	1	2	3	
Instructional Decision-Making The candidate uses regular and systematic evaluations of student learning to make instructional decisions.	Instructional decisions are inappropriate with little attention given to individualization based on student's needs and instructional learning goals. Candidate makes no modifications to instructional practice or assessments.	Some instructional decisions are pedagogically sound with attention to individualization based on student's needs and instructional learning goals. A vague explanation is included regarding why/how noted modifications would improve student progress.	Most instructional decisions are pedagogically sound with attention to individualization based on student's needs and instructional learning goals. An explanation is included regarding why/how noted modifications would improve student progress.	

	1	2	3	
Analysis of Student Learning The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.	Presentation of assessment data for pre and post assessment is unclear and difficult to understand. Analysis is not aligned with learning goals and fails to provide a profile of student learning for class and/or individuals. Conclusions are missing or are unsupported by the data.	Presentation of assessment data for pre and post assessment is somewhat clear and is understandable. Analysis is aligned with learning goals and provides a profile of student learning for class and for individuals. Appropriate conclusions are drawn from, but are not fully supported by the data.	Presentation of assessment data for formal or informal pre and post assessment is clear and easy to understand. Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for class and for individuals. Appropriate conclusions are drawn from the data.	
	1	2	3	
Reflection and Self-Evaluation The candidate reflects on his or her instruction and student learning in order to reinforce positive teaching practices and to improve teaching practice.	Cannot explain how strategies used were appropriate and did not have a positive effect on aspects of student learning. No hypothesis is formed regarding why learning goals were met or unmet; reflection fails to show a sense of responsibility for the successes and failures of the lesson. No connection is made between learning goals, instruction, and assessment results; a plan for redesigning the lesson is excluded. The reflection excludes what the candidate has learned and how this information influences future planning and teaching.	Can somewhat explain how strategies used were appropriate and had a positive effect on aspects of student learning and explores a single hypothesis for why learning goals were met or unmet; reflection shows a partial sense of responsibility for the successes and failures of the lesson, but lacks strategies for improvement. A connection is made between learning goals, instruction, and/or assessment results; a plan for redesigning the lesson is provided excluding an explanation of why/how the plan would improve student learning. The reflection includes what the candidate has learned, but fails to address how this information influences future planning and teaching.	Can accurately explain how strategies used were appropriate and had a positive effect on aspects of student learning and explores multiple hypotheses for why learning goals were met or unmet; reflection shows a sense of responsibility for the successes and failures of the lesson and gives possible strategies for improvement. A logical connection is made between learning goals, instruction, and assessment results; a plan for redesigning the lesson is provided including an explanation of why/how the plan would improve student learning. The reflection includes what the candidate has learned and how this information influences future planning and teaching.	



Residency Portfolio Information

Throughout your residency experience, you will be expected to complete many tasks. Each time you complete one of these tasks, you should record evidence in your portfolio. This portfolio should include a complete record of your activities as a resident. Entries should be made daily.

The Title Page should include:

- ☐ Title page, including your name
- ☐ Subject and grade level taught
- ☐ School name and address
- ☐ Name of school principal
- ☐ Name of cooperating teachers
- ☐ Name of university supervisor

Following the Title Page, as listed above, your Residency Portfolio should include the following items:

- ☐ Teacher Work Sample
- ☐ Lesson Plans from each lesson taught for observations
- ☐ Legal Issues Paper
- ☐ Copies of residency observation forms from your supervisor's visits (The original is submitted to the Director of Student Teaching)
- ☐ Case Study
- ☐ Weekly reflective journal entries
- ☐ A 4a summative self-reflection of your residency experience
- ☐ A seating chart or roster for each class you teach
- ☐ A completed Class Profile Summary form for each class you teach.
- ☐ An Appendix (Optional).

Materials from the portfolio will be used as evidence for the Post Residency Portfolio Presentations.



Residency Portfolio Rating Form

Item	Unacceptable 1	Acceptable 2	Target 3
Teacher Work Sample (Include daily lesson plans and pre/post assessments with data)			
Lesson Plans from each lesson taught for observations)			
Legal Issues Paper			
Aspiring Teacher Feedback Forms from Cooperating Teachers and University Supervisor (8)			
Case Study			
Weekly Reflections (TESS Domains)			
Summative Reflection of Student Teaching Experience			
Class Rosters and/or Seating Charts			
Class Profile Summary Form(s)			

Gate 3



Completion of Yearlong Residency

and

Stakeholder Responsibilities Through the Program



Completion of Yearlong Residency

Upon completion of the Yearlong Residency, candidates must:

Earn an effective summative evaluation from the Clinical Supervisor for residency observation.

Complete a self-evaluation of the Student Teaching Residency

Complete a Post Professional Portfolio Presentation and Interview demonstrating competence as outlined in the conceptual framework evaluated as successful by an education panel comprised of education faculty, Teacher Education Faculty, and P-12 public school faculty/administrators.

The presentation will include the Teacher Work Sample and two pieces of evidence from TESS Domains 1, 2, 3, and 4

Complete a form/survey or free write anonymous feedback on the Teacher Education Program at the conclusion of the Student Teaching Seminar

Receive a Certificate of Completion of the Student Teaching with signatures from the Director of Student Teaching and Dean of the Huckabee School of Education.

Surveys

The OBU EPP requires surveys to be completed at the end of Residency to inform future coursework, faculty evaluations, mentor teacher selection, and district partnerships. Surveys will be filled out during the final week of the Residency Seminar. Below are the required surveys to be completed during the resident's final term:

- Candidate Evaluation of Program Preparation
- Candidate Evaluation of University Advisor
- Candidate Evaluation of Residency Seminar
- Updates on Resident Post Graduation



Post Residency Portfolio Presentation and Interview

Candidates will meet with the Student Teaching Director at the beginning of Semester 7 and 8 to discuss the requirements and logistics for creating their post residency portfolio presentation.

The Post Residency Portfolio Presentation consists of the following components:

- 1) Electronic portfolio using google sites
- 2) Presentation of 9 items corresponding to the Aspiring Teacher Rubric Domains
- 3) Interview portion to simulate job application process

In the electronic post portfolio, candidates are to have 9 items that exhibit their growth and strengths throughout their yearlong residency.

- Teacher Work Sample - required item
- 2 items of your choice for Domain 1: Planning and Preparation
- 2 items of your choice for Domain 2: Classroom Environment
- 2 items of your choice for Domain 3: Instruction
- 2 items of your choice for Domain 4: Professional Responsibilities

Sample Interview Questions

1. How have you grown as a result of your experience in the Teacher Education Program?
2. How has your philosophy changed from Foundations of Education to Student Teaching?
3. What is your philosophy of classroom management?
4. What is your strongest asset as a teacher? What is your greatest weakness?
5. What do you do to modify your lessons to teach all students?
6. Describe the different methods of teaching you have used.
7. How have you been able to work with parents? What ideas do you have for doing this in your own classroom?
8. What have you learned about incorporating technology in the classroom?
9. What have you learned about the connections of your grade level/subject to other ones (earlier/later)?
10. How have you benefited from keeping the portfolio?

There may be additional questions from the interview Team.



Portfolio Presentation and Interview Forms

The purpose of the portfolio presentation is to determine the mastery of the four ATR domains and to prepare candidates for a professional teaching interview. Candidates must score 80% on Post-Portfolio for admission into Gate 4 – Program/Licensure Requirement. Candidates will be assessed using the portfolio presentation rubric.

Portfolio Presentation and Interview Evaluation Summary Form

Date of Interview:

Candidate:

ID#:

Semester:

Phone #:

Level: **Admission** to Residency or **Completion** of Residency

Major:

Strengths:

Suggestions for improvements:

Signatures of interviewers:

[Note: This form is to be attached to the Portfolio Rubric and submitted to the Director of Student Teacher at the conclusion of the Post Portfolio Presentation and Interview.]

Gate 4



Completion of the Program and Licensure Requirement



Completion of Program and Licensure Requirements

Candidates, who have successfully completed the Professional Yearlong Residency, Post Portfolio Presentation and Interview as well as items for Gate 3, must complete Gate 4 by providing:

- Completion of licensure forms submitted to the OBU Licensing Officer
- Completion of all coursework for graduation
- Final check with the appropriate subject area School Dean
- Final Graduation check in the Office of the Registrar

Obtaining License to Teach

All candidates completing a BA (teaching emphasis) or B.M.E. (Music) degree at Ouachita Baptist University qualifies for a teaching license in the State of Arkansas in his or her teaching field. A standard license is for five years.

Candidates desiring to teach in another state must receive their Arkansas license and then apply for a license through the education agency of that state. Many states have a reciprocal agreement with Arkansas so will merely require an application in order to issue a license. Other states require applicants to meet the initial licensing requirements, including exams and/or specific course work. In these cases, the other state usually issues a temporary license (1 year) until the criteria has been met.



CONGRATULATIONS!!

Special Milestones to Remember

I applied for Admission to Teacher Education on _____ (date).

I was accepted _____ (date).

I took my Praxis test(s) and received passing scores _____ (date).

I applied for Residency _____ (date).

I was accepted for Residency _____ (date).

I took the Foundations of Reading Test (if required) _____ (date).

I took my Endorsement Test(s) (if required) _____ (date).

My placements for Residency were:

Fall Placement School _____ EMT _____ CS _____

Spring Placement School _____ EMT _____ CS _____

I completed my OBU Tiger Teacher Education Program _____ and

Graduated _____ (date).



Terms and Definitions

Aspiring Teacher Rubric - the Teacher Excellence Support System rubric to support teacher candidate's development. Teacher candidates and residents will be observed and evaluated on the 22 components.

Classroom Walk-Through- Short (10-20 minute) observation that allows the University Supervisor to collect a "snapshot" on information on co-teaching, professional dispositions, and overall development of the resident.

Clinical Supervisor- OBU Faculty member assigned to supervise, coach and evaluate residents during field placements.

Director of Student Teaching - OBU Faculty member assigned to oversee, coach and evaluate residents during field placements. The Director of Student Teaching is a direct line of communication between the schools, districts and the University. The Director assumes the role of Site Coordinator.

Educator Preparation Program (EPP) - OBU entity responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel.

Experienced Mentor Teacher (EMT)- Highly qualified K-12 classroom teacher who has met the required standards and will support and coach a resident in their classroom.

Mentor Teacher Meetings- Meetings facilitated by the Director of Student Teaching/University to train the mentor teachers on TESS, coaching strategies, including reviewing resident data and discussing next steps for residents' success.

Partnership Meetings- Partnership meetings, facilitated by Director of Student Teaching where school administrators and university staff review and analyze data, address issues or concerns, and identify areas for improvement. These meetings facilitate decisions around mentor and site selection, training and support for mentors and residents, and changes to coursework to better align with classroom practice.

Pre-conference, Observation and Post Conference Cycle (POP Cycle)-Performance assessment used in OBU Initial programs to assess a resident's impact on student learning. A POP Cycle consists of 1) a pre-conference to review the resident's lesson; 2) observation and scripting of the to review evidence for evaluation; and 3) a post conference meeting between the resident and the Clinical Supervisor to review evidence, coach and assign ratings. A POP Cycle post-conference should take place within 48 hours of the observation. Clinical Supervisors will

submit the assessment information to the Director of Student Teaching. Candidates will participate in four POP cycles (2 each semester).

Reinforcement- Specifically identified areas of strength observed during Classroom Walk-Throughs and POP Cycle Observations. Reinforcements should align with TESS components with explicit evidence to support them.

Refinement- Specifically identified areas for growth observed during Classroom Walk Through and POP Cycle Observations. Refinement should align with TESS components with explicit evidence to support and include action steps for improvement.

Residents- Teacher candidates in the residency model completing a yearlong internship during their final year of initial education preparation.

Residency 1 & 2- The two semesters of field experience taken during the final year in a resident's program of study. During Residency 1, residents will spend three days per week in the field and 2 days on campus at OBU. During Residency 2, residents will report to their field placement 4 days a week and will be on campus at OBU 1 day.

Seminar- Bi-weekly/weekly class taught by the Director of Student Teaching and/or OBU faculty to provide just in-time professional development to residents based on the refinements and reinforcements identified in the Classroom Walk-Throughs and POP Cycle data.

Teacher Candidate- Individual admitted for the Educator Preparation Provider at OBU.