UNIVERSITY OF CENTRAL OKLAHOMA

TEACHER EDUCATION HANDBOOK
FOR
TEACHER CANDIDATES

College of Education and Professional Studies
Teacher Education Services
Phone: 974-5710
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SY 2018-2019
STATEMENTS

University of Central Oklahoma (UCO) Academic Mission Statement
*Helping students learn so that they may become productive, creative, ethical and engaged citizens.*

UCO Core Academic Values

**Integrity**
- We earn trust through honesty and ethical leadership.

**Learning Centered**
- We offer an integrated, relevant educational experience.

**Academic Excellence**
- We foster critical thinking, communication, and a passion for lifelong learning.

**Continuous Improvement**
- We achieve excellence through decisions based on information and analysis.

**Collegiality**
- We uphold an atmosphere of mutual respect, professional behavior and academic freedom.

**Community**
- We cultivate community involvement and civic engagement.

**Transformative Learning**

At UCO, we help students learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve.

Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. Engage students in transformative learning in six core areas: discipline knowledge; leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

College of Education and Professional Studies’ (CEPS’) Vision and Mission Statement

**Vision:** A community of learning composed of caring professionals committed to empowering individuals so they may be knowledgeable, creative and ethical as they contribute to the dynamic global society.

**Mission:** Nourishing and sustaining individuals, programs and services all contributing to the growth of outstanding professionals.
EDUCATOR PREPARATION DEPARTMENTS

Numerous departments house education majors across four of the undergraduate colleges. These departments and colleges are discussed in the Introduction to Teacher Education document. A current list of Program Coordinators can be found here, and majors should connect with their program coordinators during their freshmen and sophomore years. The Educator Preparation unit and Teacher Education Services office is housed in the College of Education & Professional Studies (EDU 205).

ACCREDITATION AND PROGRAM APPROVAL

Since 1954, UCO’s Educator Preparation Provider (EPP) has maintained its national accreditation through the National Council for the Accreditation of Teacher Education (NCATE) by meeting its rigorous standards for the preparation of teachers and other school specialists. The Office of Educational Quality and Accountability (OEQA) has provided state approval for all programs and provides the authority for UCO to recommend EPP candidates for Oklahoma certification. State and national accreditation is reviewed every seven years. UCO completed its last review in spring 2016, and the final accreditation results were received in October of the same year. UCO continues to be recognized as an accredited institution through meeting the standards set by the state (OEQA) and national accreditation agencies at that time (NCATE). On July 1, 2013, NCATE and the Teacher Education Accreditation Council (TEAC) consolidated to form a sole specialized accreditor for educator preparation, the Council for the Accreditation of Educator Preparation (CAEP). CAEP recognizes UCO’s current accreditation until the next review period that will be conducted in spring 2023.

GOVERNANCE AND AUTHORITY: COUNCIL ON TEACHER EDUCATION

The Dean of the College of Education and Professional Studies is recognized by state agencies as having final authority in all matters governing teacher education programs at UCO. The Council on Teacher Education oversees the university’s sixteen 16 undergraduate programs, ten (10) graduate programs, and two (2) graduate “course sets,” both of the latter leading to advanced certification. The Dean has designated the Assistant Dean and Director of Education Preparation in the College of Education and Professional Studies as the chair of the Council which includes faculty representation from the following:

(2) College of Fine Arts and Design
(8) College of Education and Professional Studies
(3) College of Liberal Arts
(2) College of Math and Science

And these stakeholders:
(1) undergraduate candidate enrolled in one of our EPP programs
(1) graduate candidate enrolled in one of our EPP programs
(1) public school representative
18 Members and the Council Chair, the Director of Educator Preparation

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The Council has three subcommittees: the Admissions and Retention Committee, the Curriculum Committee and the Assessment Committee. The Council approves all Teacher Candidates for admission to teacher education and admission to student teaching. The Council also reviews conduct or professional behavior concerns for potential candidate dismissal from the program. In addition, all curriculum changes potentially impacting the EPP come to the Council for approval, and all practices are reviewed for compliance with state rules. In all areas, the Council makes recommendations to the chair and, subsequently, the head of the unit, the Dean of the College of Education and Professional Studies for final approval.

**UCO EPP’s CONCEPTUAL FRAMEWORK**

*Reflective, Responsive, Resourceful*

Theme: Preparing outstanding professionals who are reflective, responsive, and resourceful throughout their professional careers. See [UCO Conceptual Framework](#) document.

**STANDARDS OF OUR PROGRAM**

In April 2012 the Oklahoma Commission for Teacher Preparation (now known as the Office of Educational Quality & Accountability (OEQA)) adopted the InTASC Model Core Teaching Standards (2011) to serve as the Oklahoma General Competencies for Teaching and Licensure. The InTASC Standards are briefly described below as borrowed from the document found [here](#). The InTASC Standards Learning Progressions can be found [here](#).

The standards have been grouped into **four general categories** to help users organize their thinking about the standards.

**Category 1: The Learner and Learning**

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and
collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

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

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

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

**Category 2: Content**
Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today’s teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

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

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

**Category 3: Instructional Practice**
Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into
instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

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

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

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

**Category 4: Professional Responsibility**
Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners’ needs and accomplish their school’s mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

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

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

OKLAHOMA EVALUATION OF TEACHING PERFORMANCE

By designing coursework and clinical experiences to address the InTASC Standards our Teacher
Education programs prepare candidates to meet the competencies expected during employment
as a teacher. Most Oklahoma school districts use either the Tulsa Model or the Marzano teacher
evaluation models.

Additionally, during the 2017-2018 school year, some districts will be piloting a Professional
Learning Focus (PLF) as part of the teacher’s evaluation. Beginning in 2018-2019, in accordance
with state law, all public schools are required to include the PLF as part of a teacher’s evaluation.
More information regarding the PLF is provided on the Oklahoma State Department of
Education’s (OSDE’s) website: http://sde.ok.gov/sde/professional-learning-focus.

UCO’s PATHWAY TO TEACHER CERTIFICATION

To view the Teacher Education Pathway to Certification, click here.

Recommended Sequence for Professional Teacher Education (PTE) Courses.

See your UCO Undergraduate Academic Advisor for a comprehensive academic plan.

PROFESSIONAL CODE OF ETHICS FOR TEACHER CANDIDATES

All Teacher Candidates must abide by and demonstrate professionalism as defined in the Code of
Ethics. This code will be signed prior to each clinical experience arranged by Teacher Education
Services.

CODE OF ETHICS

All Teacher Candidates are also required to demonstrate “proficient” and/or “outstanding”
professional dispositions as operationalized on the Assessment of Dispositions Inventory (ADI).

Assessment of Disposition Inventory (ADI).

UCO faculty, staff, and clinical faculty (e.g., university supervisors, P-12 faculty) may submit a
Professional Progress Report (PPR) should any concerns arise regarding a Teacher Candidate’s
performance in the classroom, on campus, at a clinical experience site, etc. The PPR is submitted
to the Assistant Dean & Director of Educator Preparation and may be reviewed by the Council on Teacher Education to determine a candidate’s admission and/or retention in the program.

To address concerns or appeals to the Council, please see the Guidelines for Appeal.

Teacher Candidates have a protocol available to work through and file concerns and/or complaints: http://sites.uco.edu/ceps/tes/teacher-education/protocol.asp.

ADMISSION TO TEACHER EDUCATION REQUIREMENTS

PTE 1010 (Introduction to Teacher Education) is a one-three clock hour class that is required for admittance into the Teacher Education program. This class will assist students in learning what is needed throughout the program as far as timelines, testing, expectations and the pathway to certification. There is no charge for this class. Those planning to complete a Teacher Education program should apply for Admission to Teacher Education during the same semester they will complete their first 40 hours of credit. Failure to apply early in the program may result in delayed admission to this professional program. Thus, those who wait to apply may have to change their timeline for graduation since many junior- and senior-level courses require full (not pending) admission to Teacher Education. Be sure to follow all instructions in this process carefully. The deadline for submission of applications must be met; NO late applications are accepted by the Council.

Requirements

Testing Requirements

CLINICAL EXPERIENCES

General Placement Policies are in place for all clinical experiences.

Teacher candidates at UCO have the opportunity to work directly with P-12 students during at least three clinical experiences associated with the professional teacher education sequence. Partner schools provide varied learning environments that allow the teacher candidates to experience diverse settings and a variety of instructional strategies. Each partner school has demonstrated a high level of commitment to our programs by serving on advisory councils, updating our partnerships agreements annually, identifying veteran model teachers to serve as co-teachers, and supporting the program’s requirements.

Teacher candidates are required to complete all clinical experiences in identified partnership schools. Clinical experiences will include working with students who represent ethnic differences, ranges of socioeconomic status, linguistic differences, special needs or exceptionalities, and other forms of diversity. At least one clinical experience will take place in a school identified as having at least 25% of the students representing minority populations and at least 40% of the students qualifying for the free/reduced lunch program.
UCO requires a background check be conducted for each teacher candidate entering a clinical experience. The background check costs $10.29 and will be valid for one year. The background check must be completed through the following vendor and website: https://www.smarttrak.com/uco/.

CLINICAL EXPERIENCE #1 (CE1)
PTE 3023: FOUNDATIONS OF AMERICAN EDUCATION

Clinical experiences are vital components in all teacher education programs at UCO. They allow Teacher Candidates to gain firsthand knowledge of how learning theory and teaching methodologies are being utilized by classroom teachers. The purpose of the first clinical experience is to provide teacher candidates the opportunity to begin to identify the knowledge, skills, and dispositions involved in helping all students learn in classroom settings before or concurrent to being admitted to the Teacher Education program. Working with teachers and students in a school setting should be intentional and should assist the potential candidate in determining if this career choice is fitting. The Teacher Candidates should fulfill the appropriate co-teaching strategies for CE1: one teach, one observe and one teach, one assist. These experiences should increase Teacher Candidates’ understanding of teaching as a career and the associated responsibilities.

Additional information regarding the Scope, Procedures, Responsibilities and Suggestions can be found here.

CE1 ASSESSMENTS

At the end of CE1, mentor teachers will complete the following survey evaluating the Teacher Candidate’s performance:
Mentor Teacher Assessment of Teacher Candidate

At the end of CE1, Teacher Candidates will complete the following survey evaluating the mentor teacher’s support and guidance:
Teacher Candidate Assessment of Mentor Teachers

PLEASE NOTE: Prior to enrolling in PTE 4533: Educational Psychology, Teacher Candidates must apply for Admission to Student Teaching (this is different than the application for Admission to Teacher Education). Admission to Student Teaching applications must be submitted during the fall semester one year prior to the fall semester during which candidates will student teach. For example, if one plans to student teach during fall 2019, he/she must already be accepted into Teacher Education AND must apply for Admission to Student Teaching during fall 2018. See the admissions requirements for Student Teaching under the Clinical Experience 3 (CE3) heading on page 10.
CLINICAL EXPERIENCE #2 (CE2)
PTE 4533 EDUCATIONAL PSYCHOLOGY

CE2 is the practical application of concepts being taught concurrent with enrollment in PTE 4533: Educational Psychology. Teacher Candidates must have been admitted to the Teacher Education program and must have also already been admitted to (or at least submitted an application for Admission to) Student Teaching. During CE2 Teacher Candidates must demonstrate the appropriate co-teaching strategies for CE2: a variety of the first six (6) strategies. CE2 is designed intentionally to develop the skills and competencies preparing Teacher Candidates for the final phase of their preparation, 16 full weeks of student teaching.

Here is information regarding the **Scope, Procedures, Responsibilities and Suggestions**.

**CE2 Assessments**

At the end of CE2, mentor teachers will complete the following survey evaluating the Teacher Candidate’s performance:

**Mentor Teacher Assessment of the Teacher Candidate**

At the end of CE2, Teacher Candidates will complete the following survey evaluating the mentor teacher’s support and guidance:

**Teacher Candidate Assessment of Mentor Teachers**

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CLINICAL EXPERIENCE #3 (CE3), PTE 4828, 4838 or 4848

ADMISSION TO STUDENT TEACHING REQUIREMENTS

**Admission Requirements**

**FOREIGN LANGUAGE PROFICIENCY FORM**

**FOREIGN LANGUAGE COMPETENCY REQUIREMENTS /POLICIES AND PROCEDURES**

All students who are entering freshmen, transferring to an Oklahoma institution from out of state, or enrolling in a teacher certification program are required to meet the foreign language competency. **The foreign language competency must be met prior to Student Teaching and is a degree requirement.**

The competency requirement is limited to speaking and listening only. The foreign language competency at the novice-high level can be met in the following ways:

A. **High School Course Work** -- Complete two or more years of the same foreign language or American Sign Language in high school with an average grade of 2.75 or above, with no grade lower than a C.
B. **Testing** – Pass the CLEP test in a foreign language to demonstrate competency.

C. **Native Speaker** – Demonstrate this competency through a free interview in the Modern Languages department. (See TES for information).

D. **UCO College Course Work** – Complete a course in a foreign language (FRNCH 1114 or GERMN 1114 or SPAN 1114) and attain a grade of C or better.

E. **Transfer College Course Work** – Complete foreign language coursework at another institution and submit a transcript and a course syllabus indicating that a grade of C or higher indicates novice-high level competency.

F. **Sign Language** – SPED 4910 Seminar: American Sign Language 1 or SPED 5910 Seminar: American Sign Language 1 (for graduate students) with a grade of C or better.

**TESTING REQUIREMENTS**

**Test Requirements**

For the **scope, procedures, responsibilities and suggestions**, please access this link. For additional detail regarding Student Teaching, please see the **Student Teaching Handbook**.

**CERTIFICATION**

**CERTIFICATION REQUIREMENTS**

(Valid for 5 years)

Compliance with certification requirements is the responsibility of the individual seeking the credential. The coordinator for certification in EDU 207 can assist in the process.

Periodically the program guidelines, coursework, and state regulations change. It is the responsibility of the individual interested in or seeking certification to meet the revised standards. An individual should therefore periodically review the most recent UCO catalog, certification course lists, and state regulations, particularly when an extended period of time has elapsed during the completion of a program.

**APPLICATION PROCEDURES FOR INITIAL TEACHER CERTIFICATION**

**EMPLOYMENT**

See the most recent minimum salary schedule for Oklahoma teachers: **State Salary Schedule**
OKLAHOMA TEACHER SHORTAGE AREAS

See the most recent Oklahoma Teacher Shortage List as approved by the U.S. Department of Education.

See the most recent Teacher Supply & Demand Information for Oklahoma.

EMPLOYMENT INFORMATION

All candidates are encouraged to take advantage of UCO’s Career Development Center, located in Nigh University Center. This Center provides information on developing a resume and interviewing, houses career files and distributes letters of recommendation, and organizes the annual Education Job Fair each fall: http://www.careers.uco.edu.

Additionally, Oklahoma higher education participates in special alliances and agreements with business and industry, as well as state and federal government agencies, to prepare graduates for specific workforce development needs and expand college-based education and training in high-tech fields. The linked Oklahoma Marketplace website is sponsored by the Oklahoma State Regents for Higher Education (OSRHE). http://www.collegecentral.com

At the national level, several clearinghouses provide opportunities to learn job searching techniques and prospective jobs. One site, sponsored by Education Week and the Teacher magazine is linked: http://www.edweek.org

This site has sponsorship from several teacher organizations: http://www.teachers-teachers.com/

LEGAL INFORMATION

PROCEDURES FOR ASSISTING TEACHER CANDIDATES WITH DISABILITIES

Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require the University to make reasonable accommodations in providing students with disabilities access to equal educational opportunity. In compliance with this law, programs have been established to assist students with special needs.

Students with disabilities who require accommodations should contact the campus Disability Support Services office, NUC 305, 974-2516 to request assistance. The student will be given the opportunity to identify specific academic needs. Additionally, students will be asked to provide documentation regarding their disabilities and requests for accommodations. Proper documentation must be received by the Disability Support Services prior to receiving services. Reasonable accommodations are based on the individual needs of the student. Since the Teacher
Education program leads to a professional certification in addition to a degree, all certification requirements as set by the State of Oklahoma must be met before a Teacher Candidate can complete the degree and be recommended for certification. As certified teachers are responsible for the learning and wellbeing of P-12 students, no accommodations can be made to professional certification requirements.

Disability Support Services can assist the student in removing architectural or attitudinal barriers on campus. A student who believes he/she has been treated inappropriately because of his/her disability is encouraged to report the incident to Disability Support Services.

LIABILITY INFORMATION

Legal Definition, Status, and Responsibility

Section 16.6 (1986) of the School Laws of Oklahoma defines a student teacher and discusses liability:

. . . any student who is enrolled in an institution of higher learning approved by the State Board of Education for teacher training and who is jointly assigned by such institution of higher learning and a school district’s board of education to perform practice teaching under the direction of a regularly employed and certified teacher, shall be accorded the same protection of the laws as that accorded the certified teacher.

According to state law, the student teacher will be accorded the same protection of the law as that of the mentor teacher. Student teachers may feel more secure with additional liability insurance. Any student may purchase insurance from various organizations of professional educators as well as from independent insurance agencies.

University of Central Oklahoma Risk Management Notice

“Students desiring insurance protection for their properties must provide their own. UCO is not responsible for stolen or lost property on the UCO campus or any clinical site. UCO is not liable for personal injuries sustained by Teacher Candidates in classes or laboratory settings unless State Risk Management representatives determine that the cause of the incident leading to the injury is due to negligence on the part of UCO.” For more information contact UCO Risk Management. (UCO Catalog, Risk Management, p. 89 http://sites.uco.edu/academic-affairs/files/ug-catalog/ug-full-catalog.pdf)

GLOSSARY
Clinical Experiences. A variety of early and ongoing field-based opportunities in which Teacher Candidates observe, assist, tutor, instruct, and assess learning. Clinical experiences occur in off-campus settings, mainly accredited public schools.

Clinical Faculty. P-12 school and higher education faculty responsible for providing guidance, instruction, supervision, and assessment of Teacher Candidates during clinical experiences and practice.

Curriculum. Courses, experiences, and assessments necessary to prepare Teacher Candidates to teach or work with and positively impact the learning of students at specific age levels and/or in specific subject areas.

Dispositions. The values, commitments, and professional ethics—as revealed through behaviors toward students, their families, school colleagues, university faculty, and the school community, in general—that affect student learning, motivation, and development as well as the Teacher Candidate’s/educator’s professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Essential to professional dispositions is the belief that all students can learn, that all must be held appropriately to high and challenging standards, and that must be provided a safe and supportive learning environment.

Diversity. Differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region in which they live.

Educator Preparation Provider (EPP) The name for the Teacher Education Unit as per accreditation terminology.

Exceptionalities. A physical, mental, or emotional condition, including gifted/high achieving abilities, that requires individualized or personalized instruction and/or other educational support or services.

Pedagogical Knowledge. The general concepts, theories, strategies, and research about effective teaching and learning.

Rubrics. A measures that indicates the qualities of expected levels of performance for identified criteria so that assessors can reliably differentiate and rate observed performance of a Teacher Candidate.

School Partners. PK-12 faculty, staff and administrators that collaborate with UCO’s EPP in designing, developing, and implementing clinical experiences, practice, delivery of instruction as adjuncts, and collaborative research.
**Standards.** Written and approved expectations for meeting professional tasks and responsibilities at specified levels of performance. Standards exist for the content that P-12 students should know and be able to demonstrate at a certain age or grade level. Standards regarding Teacher Education are provided by the Interstate New Teachers Assessment and Support Consortium (InTASC), the Council for the Accreditation of Educator Preparation (CAEP), the Oklahoma Office of Educational Quality and Accountability (OEQA) and the EPP at UCO.

**Students.** Children and youth attending P-12 schools as learners.

**Teacher Candidates.** Individuals admitted to or enrolled in programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Teacher Candidates are distinguished from “students” who are the learners in P-12 schools. Student Teachers are Teacher Candidates who are completing their internship semester.