

Southwestern Oklahoma State University
Foundations of Education Student Notebook
Table of Contents

- Section 1 Observation Application and Cooperating Teacher Materials**
- Application for Twenty Hours of Observation
 - Confirmation Form for Twenty Hours of Observation
 - Application for Five Hours of Observation
 - Confirmation Form for Five Hours of Observation
 - Observation Do's and Don'ts
 - Professional Dress Guidelines
 - Memo to Cooperating Teachers
 - Field Experience Guidelines
 - Field Experience Opportunity
 - Field Experience District Rank List
 - Liability Release Form for field trips
- Section 2 Observation/ Reflection Packet and Forms**
- Student Observer Time Log
 - Student Observer Evaluation Form
 - Computer Instructions
 - Observation/Reflection Questions
- Section 3 Observation/Reflection Rubric**
- Section 4 Department of Education Admission Procedure Packet**
- Computer Instructions – Admission Packet
 - Admission Procedures
 - Application for Admission
 - Criminal History Disclosure Statement
 - SWOSU Department of Education Plan of Study
 - Restricted Courses in Teacher Education
 - Important Notice/Foreign Language Proficiency for Certification
 - Review notes for the Admission to the Dept. of Education
- Section 5 Pathway to the Teaching Profession**
- Path to the Teaching Profession
 - Oklahoma Certification Examinations Information
 - Licensure/Certification Procedures at SWOSU
 - Foreign Language Proficiency Options at SWOSU
 - SWOSU Background Check Information
 - Certification Items to Remember

Section 6

SWOSU Portfolio Packet

- Portfolio Rationale and Philosophy
- EBTE/Flow Chart
- Portfolio Policy
- Portfolio Assessment Procedures/Review Guidelines
- Portfolio Requirements
- Oklahoma General Teaching Competencies
- OCTP Teaching Standards/Competencies
- OCTP Competencies As Individual Competencies
- Portfolio Guidelines
- Reflective/Rationale Commentary Statement
- Reflective/Rationale Statements for Competencies 1-15
- Portfolio Rubrics (blue, green, gold, white)
- Portfolio Peer Assessment
- Portfolio Self Assessment
- Artifact List
- Portfolio Documentation Form
- School Official-Permission to Release Form
- Parent/Guardian-Permission to Release Form
- Artifact Information and Recommendations
- Documentation Logs

Section 7

SWOSU Scholarship Information

- Scholarship Opportunities for Teacher Candidates
- DOE Scholarship Application
- Oklahoma Dept. of Education Salary Schedule

Section 8

Documentation Logs

- Class Shared Instructions
- Log A
- Log B
- Log C
- Codes for Logs

Section 9

Important Memos and Notes

- Oklahoma Criteria for Effective Teaching
- Philosophy of Education Worksheet
- Philosophy Statement Rubric

20 Hours

Southwestern Oklahoma State University
Foundations of Education
Application for **Twenty Hours** of Observation

Semester _____
Year _____

Foundations Class Instructor _____ Section Number _____

Student's Name _____ Phone _____

E-mail _____

Student's Major _____

Requested School District _____

(One district only)

Grade or Subject Area _____

(Music Students: Please note instrumental or vocal)

Building _____ Teacher _____

Times Available to Observe (Please be specific)

Monday	Tuesday	Wednesday	Thursday	Friday

Observation Starting Date: _____ Observation Completion Date: _____

NOTE: If the cooperating teacher is not contacted by the student observer within seven working days after the observation student receives the confirmation of this placement, the placement will be cancelled.

**Diagnostic Practices in Teaching Reading
Confirmation Form
(20 Hours)**

SWOSU Instructor:

Student's Name:

To be filled out by the cooperating teacher and returned to building principal or appropriate administrator for mailing.

Cooperating Teacher's Name _____

Convenient time to contact Cooperating Teacher _____

E-mail _____

School District _____

School Building _____

Subject or Grade Level _____

Observation Days and Times _____

Note: If the cooperating teacher is not contacted by the student observer within seven working days after the observation student receives this confirmation, the placement will be canceled.

5 Hours

Southwestern Oklahoma State University
Foundations of Education
Application for **Five Hours** of Observation

Semester _____
Year _____

Foundations Class Instructor _____ Section Number _____

Student's Name _____ Phone _____

E-mail _____

Student's Major _____

Requested School District _____

(One district only)

Grade or Subject Area Requested

(Music Students: Please note instrumental or vocal)

Building _____ Teacher _____

Times Available to Observe (Please be specific)

Monday	Tuesday	Wednesday	Thursday	Friday

Observation Starting Date: _____ Observation Completion Date: _____

NOTE: If the cooperating teacher is not contacted by the student observer within seven working days after the observation student receives the confirmation of this placement, the placement will be cancelled.

**Student Observer
Confirmation Form
(5 Hours)**

Student's Name _____ SWOSU Instructor _____

E-mail _____

To be filled out by the cooperating teacher and returned to building principal or appropriate administrator for mailing.

Cooperating Teacher's Name _____

Convenient time to contact Cooperating Teacher _____

E-mail _____

School District _____

School Building _____

Subject or Grade Level _____

Observation Days and Times _____

Note: If the cooperating teacher is not contacted by the student observer within seven working days after the observation student receives this confirmation, the placement will be canceled.

OBSERVATION DO'S AND DON'TS

Remember the 3 R's:

1. **Respect** for self
 2. **Respect** for others
 3. **Responsibility** for all of your actions
1. Parking: **Do not** park in any space that is marked for a teacher or administrator, even if it is empty when you arrive.
 2. Do not use tobacco: It is against state law to use tobacco of any kind on school property. The parking lot **is** school property. Do not drive up to a public school with a cigarette in your hand or a dip or chew in your mouth.
 3. Do not wear head coverings of any kind: Public schools do not allow ball caps, kerchiefs, etc. of any kind (boy or girl). You must follow their dress code to the letter. Remember, *you* are the guest and *they* are doing you a favor by allowing you to observe.
 4. Follow the dress code: Men, on the first day, wear khaki pants or nice jeans. Women, you may wear the same or capris. Be **very** careful about skirt or dress Length. It would be a disaster for you if your attire did not fit dress code! Do not Wear spaghetti straps, tank tops, or low riders that allow your stomach to show.
 5. Do not take food or drink in the classroom and **do not chew gum**. The teacher you are observing may have very specific rules.
 6. Your first contact will probably be with the school secretary. These people run the school – be *extra* polite.
 7. Remember your manners: “please”, “thank you”, “yes ma’m”, and “yes , sir” are not out of date. Teachers in public schools model these words for their students all the time. Schools involved with “Great Expectations” curriculum are very specific about good manners.
 8. Do not flirt. If you are observing in a secondary setting, remember that you are not there to enhance your social life.
 9. Keep accurate time logs: Your cooperating teacher may have several observers this semester. It is your responsibility to keep the paperwork up to date.
 10. **Be professional**: You never get a second chance to make a first impression. You are not just representing yourself anymore. You are affiliated with the SWOSU Department of Education. Remember that the teachers in the building are watching and “scoping out” potentially good student teachers for in the future. Be sure you are a good candidate!
 11. Email addresses should be professionally friendly.

12. Voice messages on cell phones should be professional. Loud music or rude messages should be deleted.
13. Face book pages and my space pages are looked at by cooperating teachers and school administrators. Please remember this when posting your celebration pictures and etc. on these sites. Make yours professionally friendly.
14. If someone chalks your car during the evening and you have nasty words written on the windows, please do not park your cars in school parking lots. Even though you did not write these words, it is still a reflection of who you are.
15. Keep your schedule observation times and dates. If you have to make any changes, do this immediately.
16. Remember at all times you are working with children and you are to be a role model to these students.
17. Once your observation is confirmed, contact your cooperating teacher immediately to set up your dates and times. If you do not hear back from your cooperating teacher, go directly to the school before or after class hours to confirm your dates and times.

Professional Dress Guidelines

All teachers should project a professional image. The following dress is **inappropriate** for teachers.

- Dresses, shirts and blouses that have cutouts or see-through elements.
- Clothing which reveals undergarments.
- Clothing that promotes alcoholic beverages, tobacco, and the use of controlled substances, depicts violence, is of sexual nature, or is of a disruptive nature.
- Clothing that is tight fitting.
- Jewelry affixed to the nose, tongue, cheek, lip, or eyebrow.
- Pants not worn on the waist.
- Clothing that is provocative, revealing, indecent, vulgar, obscene, or profane.
- Articles of clothing more than three inches above the top of the knee. This includes, but not limited to, dresses, skirts, pants, shorts, skorts, and slacks. These articles may not be ripped, torn, slit, or contain holes to expose underwear or skin, nor may they be see-through.
- Shirts, blouses and dresses that do not cover the back, waist, or midriff. Shirts, blouses, and dresses should not have excessive armpit cut outs.

First impressions count. A professional who does not take the time to look professional in appearance, presents the image of not being able to perform adequately the job they were hired to do. Professional dress code standards are alive and well in every profession. Anyone who aspires to the top, knows that your personal appearance mean a lot in getting there.

- If you look and behave like a highly trained and professional individual you will win the respect and honor of your students, parents and peers.
- A fresh haircut, clean shoes and a crisp look to your clothing gives you an established professional demeanor.
- Dress with the quality you can afford. Buy quality pieces.
- If you have not worked in a professional environment before, watch television and observe how the professional dress.

Dress Requirements for Male Teachers

- **Body Art**- Of course, tattoos are considered unprofessional. Cover these up.
- **Suit**- A suit means a suit. However most teachers are fine with professional casual and suits are usually not required.
- **Shirt**- A clean shirt is always required. Make sure these are collared and professional in look.
- **Tie**- A tie is not required, but does look nice with khaki pants and more casual shirts for teachers.
- **Shoes**- Clean and high quality shoes are a must. If you wear leather shoes, polish these to a mirror shine.

- **Accessories**- No body piercing or earrings.
- **Grooming**- All hair, moustaches and beards must be neatly groomed.
- **Cologne**- Cologne and after-shave is optional, but if used, go easy.

Dress Requirements for Female Teachers

- **Skirt Suit**- No pants allowed. Most teachers are allowed to wear nice professional pant suits.
- **Blouse**- Always wear clean blouses. Avoid low cut blouses and too many frilly ruffles.
- **Shoes**- Clean shoes are a must. Always wear comfortable shoes. Avoid high heels and any shoes that might not permit you to do your job properly.
- **Jewelry**- Ostentatious jewelry, multiple earrings on each ear is prohibited.
- **Cosmetics**- Do not use too much makeup. Do not use lots of perfumes.
- **Grooming**- All hair must be neatly groomed. Always shave your legs and do not have exposed armpits.
- **Perfume**- Too much perfume is considered especially bad in the classroom. Some perfumes can cause allergic reaction to your students.

Guidelines for assembling your teaching wardrobe

- Loose-fitting and well-tailored is best.- Avoid clingy tops and rump-hugging bottoms in favor of less distracting clothing. Gym-loving men might want to avoid muscle tees, too. Put-together and adult look is best.
- If you're young, be extra careful.- Take steps to make your personal appearance more mature.
- Makeup is not necessarily your friend.- A peacock's palette on your lovely face is not exactly classroom-appropriate. Save the more daring hues for home.
- For shoes, comfort is king.- Avoid trendy too-high heels and opt for sensible flats that can last all day.
- Leave the bling at home.- Don't chance an accident or the loss of meaningful jewelry. Simple, classic, and minimal are the key words here.

MEMO

To: Cooperating Teacher

Due to increased emphasis on field experiences in teacher education, the Department of Education at Southwestern Oklahoma State University provides early experiences for those interested in the teaching profession. In the Foundations of Education course, the field experience student is required to complete a twenty-hour observation/participation experience with a consenting classroom teacher and (2) five-hour observations in two other school settings.

Enclosed is a list of suggested criteria for the field experience student. The criteria include areas of experience in which the student may participate.

Concluding the field experience, we ask the cooperating teacher to evaluate the field-experience student. Your observation student will provide the evaluation form. Please complete this form at the end of the observation.

Please return your evaluation (after the student completes the observation) to your student observer or mail to:

Coordinator of Student Teaching and Field Experiences
SWOSU
Dept. of Education
100 Campus Drive
Weatherford, OK 73096

The Department of Education faculty at Southwestern Oklahoma State University appreciates your effort and support in preparing this student for the teaching profession. Your help and professional expertise helps in the preparation of effective teachers.

FIELD EXPERIENCE GUIDELINES FOR COOPERATING TEACHERS

The Foundations of Education student should be allowed to spend the first four to six hours in the role of an observer. During the remainder of the time, the field experience student may be used as an aide. It is the role of the field experience student to support the cooperating teacher in whatever educational pursuits appear to be most productive. Generally, these supporting roles can be grouped into five classifications: instructional, technological, clerical, monitorial, and housekeeping.

Instructional Support

The job of instruction belongs to the cooperating teacher. Following the teacher's presentation of the lesson, the field experience student may supervise activities which are designed to promote further clarification of concepts developed and to practice the skill introduced.

Technological Support

The use of technology enhances teacher effectiveness. The field experience student will be prepared to help with this segment of the classroom activity.

Clerical Support

A good education program requires that time be spent in the preparation of materials, checking of pupil progress, and in the recording of data. The field experience student will contribute to the educational program by performing some, if not all, of the duties listed:

1. Maintain records
2. Score tests
3. Correct workbooks and other types of assigned independent study
4. Process books and supplies
5. Compile pupil statistics for study
6. Type and duplicate materials
7. Handle correspondence and mass communications
8. Collect and account for monies
9. Make progress charts
10. File and catalog materials
11. Provide clerical assistance in classroom, office, library, etc.
12. Make and put up bulletin boards
13. Collect parental permission responses
14. Requisition equipment, materials, and supplies

Monitorial Support

Proper organization and management is essential to good instruction. The field experience student may be called upon to assist with the following supervisory duties:

1. Playground, corridors, and lunchroom supervision
2. Bus and field trips
3. Assume authority for classroom control when the teacher is required to be away from the room briefly
4. Fire and storm drills
5. Bus loading
6. Indoor games and other rainy day activities
7. Supervision of intramural activities

Housekeeping Support

A clean, wholesome atmosphere is conducive to good teaching and learning. The field experience student can lend much support by teaching and maintaining good housekeeping habits.

Guidelines for the 20-Hour/5-Hour Foundations Field Experience

Enclosed you will find a list of school districts. You are required to observe in one school district from each school size (small, medium, large). You will be given the opportunity to request one district for the twenty-hour observation. The two five-hour observation sites must be from two districts opposite the twenty-hour observation site.

If your observation school choice is not on the enclosed list, please discuss this with your Foundations Instructor or the Coordinator of Field Experiences. All sites must be approved before the student begins the actual observation.

It is the student observer's responsibility to secure the two five-hour sites. If this is not possible, contact the Foundations Instructor or the Coordinator of Field Experiences with the exact date, time and requested site. You will be given assistance with your placement, if needed.

School sites are selected according to Average Daily Membership (ADM), cultural influences, patterns and populations.

Please remember the following when choosing your three observation sites:

- Observers cannot repeat a school within a school district.
- Observers cannot repeat a teacher.
- Observers must have one large school(40,000-1,699), one medium school (15,000-750), and one small school (under 675) experience. Diversity issues should be considered when choosing each experience.
- Observers cannot be placed in a school where a relative is an administrator.
- Observers cannot be placed in a classroom with a child of their own or a relative.

Early Childhood

Certified to teach grades PK – 3

Elementary

Certified to teach grades 1 – 8

Grade level categories

Lower – grades 1 – 3

Middle – grades 4 – 5

High – grades 6 – 8

Secondary

Certified to teacher grades 6 – 12

Grade level categories

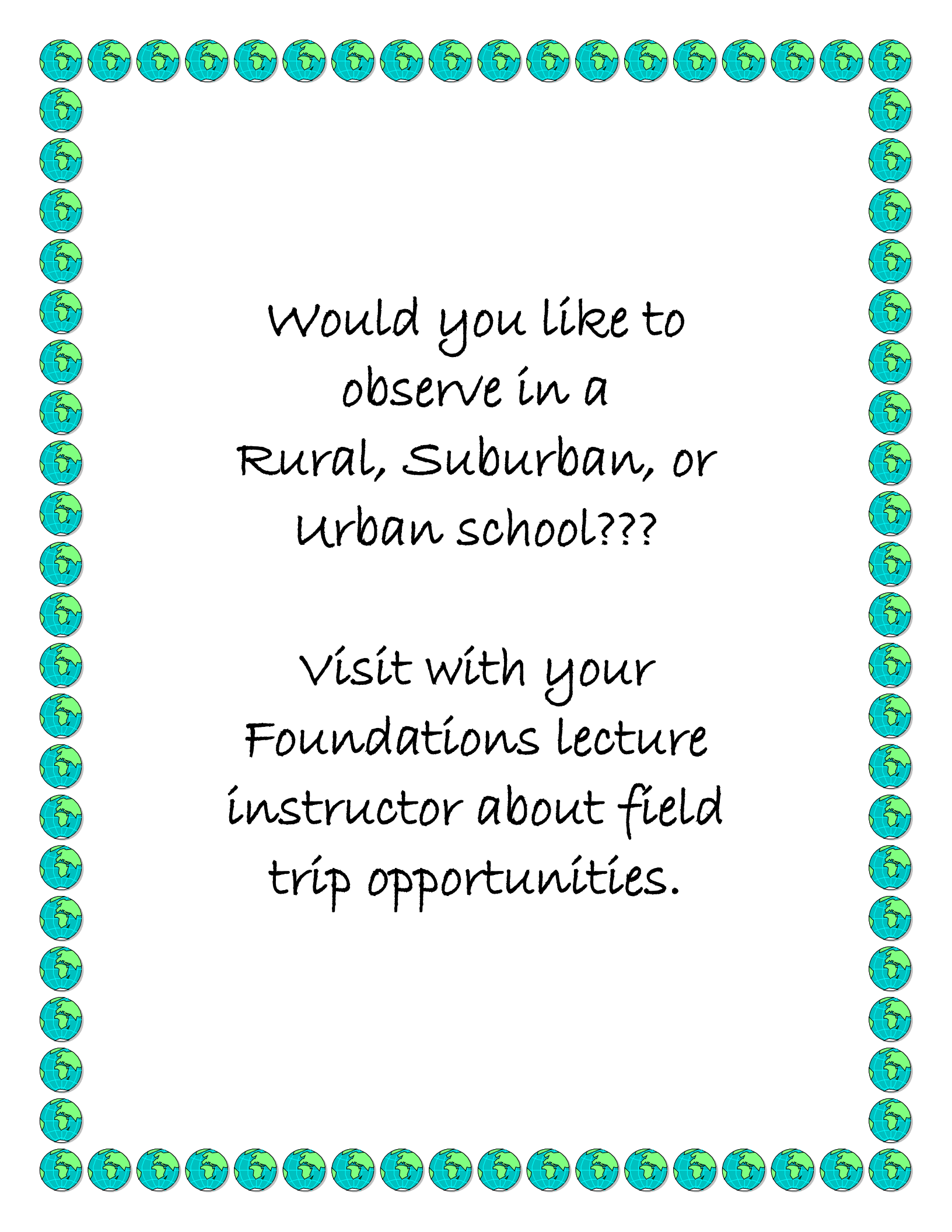
Lower – Jr. High grades 6 – 9

Higher – High School grades 10 - 12

K-12 Certification

(Special Ed., HPE, Art, Music-Vocal, Instrumental)

K-12 Observers should have observations in elementary and secondary school sites.



Would you like to
observe in a
Rural, Suburban, or
Urban school???

Visit with your
Foundations lecture
instructor about field
trip opportunities.

**Foundations of Education
Student Observer Time Log**

Student _____ Fdn. Section _____ Year _____ Semester _____
 School Observing _____

Date															
Visit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Hours															
Time															
Cum/ Hrs															

Date															
Visit	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Hours															
Time															
Cum/ Hrs															

Signature of Cooperating Teacher Hours School Site and City Date

Signature of Cooperating Teacher Hours School Site and City Date

Signature of Cooperating Teacher Hours School Site and City Date

Foundations of Education Student Observer Evaluation

Student Observer Name _____ Subject or Grade Level _____
 Cooperating Teacher _____ School Site _____
 Foundations Lecture Instructor _____ Semester _____
 Foundations Section _____

Directions:

Check at the right that response which most nearly describes your impression of the student observer. Feel free to make any descriptive remarks that you feel would clarify the interpretation of your responses.

Rating Scale: 1 = Excellent 4 = Limited
 2 = Above Average 5 = Not Observed
 3 = Average

	1	2	3	4	No	Remarks
1. Appropriate Grooming and appearance						
2. Dependability						
3. Exhibits initiative						
4. Follows school policies/procedures						
5. Exhibits professional ethics in conduct						
6. Helped supervise activities when asked						
7. Gave technological support when needed						

Student Observer gives promise of becoming: (Check one)

a better than average teacher. an average teacher.
 a below average teacher. a complete failure as a teacher.

Please give a descriptive evaluation of the student observer, particularly in any area you feel has not been adequately covered in the above checklist.

Strengths:

Deficiencies

I believe that _____ will be successful in the Department of Education.

Cooperating Teacher's Signature: _____

Foundation of Education
Observation/Reflection Packet

Name _____

Semester/Year _____ Foundation Section Number _____

Foundation Lecture Instructor _____

Observation Sites: 1) _____

2) _____ 3) _____

PART I

Reflect on the following questions during your thirty hours of observation.

1. List three reasons why you want to become a teacher.
2. Describe two reasons why it is important for a teacher to have a deep understanding of his/her teaching field.
3. Give two reasons why a teacher should have understanding of how students learn and develop.
4. Explain three ways in which your cooperating teacher adapted instruction based on the individual needs of the students in the class.
5. List two ways your cooperating teacher encouraged critical thinking and problem solving skills in the classroom.
6. Describe two ways your cooperating teacher incorporated technology into the classroom.
7. List two motivational techniques your cooperating teacher used to create a positive learning environment in the classroom.
8. Discuss three skills you observed to be the key to effective classroom management.
9. Describe two strategies employed by your cooperating teacher in assessing students.
10. List three options available to teachers to grow professionally.
11. Give two examples of how your cooperating teacher communicated with parents.

12. List three characteristics that are important for all teachers to demonstrate as a professional educator.
13. Describe two learning styles exhibited by students in the classrooms you observed.
14. Describe two community activities in which a teacher may engage in to support students' learning and well-being.

PART II

Reflection is a key component to learning. It requires you to think about what you are doing, what you are learning and how the information can be used for self-improvement.

Reflect upon your observation experience and your responses to each question. Write a three-paragraph reflection over 1) why you want to be a teacher; 2) what you learned during your observation; and 3) how it will benefit you as a teacher.

FOUNDATIONS OF EDUCATION
Observation/Reflection Rubric

Name: _____ Instructor: _____

Semester/YR: _____ Foundation Section No.: _____

Observation Site(s) 1. _____ 2. _____ 3. _____

PART I = OBSERVATION

Criterion	Target (4-5 points)	Acceptable (2-3 points)	Unacceptable (0-1 point)
1. Reasons to become a teacher	Student discusses three reasons; rationale is well developed and appropriate.	Students discusses one or two reasons; rationale is appropriate but is not fully explained.	Student does not address question; or the reasons given are inappropriate. Reasons are not explained.
2. Reasons why it is important to have a deep understanding of teaching field	Student discusses two reasons	Student discusses one reason.	Student does not address question
3. Reasons why a teacher should have an understanding of how students learn & develop	Student list and discusses two reasons	Student list and discuss one reason	Student does not address question
4. Ways cooperating teacher adapted instruction based on individual needs of students in the classroom	Student list and discusses three ways	Student list and discusses two ways	Student does not address question
5. Ways cooperating teacher encouraged critical thinking and problem solving skills in class	Student discusses two ways	Student discusses one	Student does not address question
6. Ways the Cooperating teacher incorporated technology into the classroom	Student lists two ways	Student lists one way	Student does not address question
7. Motivational techniques your cooperating teacher used to create a positive learning environment	Student list two motivational techniques	Student list one motivational technique	Student does not address question
8. Skills observed to be key for an effective classroom environment.	Student discusses three skills	Student discusses one or two skills	Student does not address question
9. Strategies employed by Cooperating teacher in assessing students	Student discusses two strategies	Student discusses one strategy	Student does not address question
10. Options available for teachers to grow professionally	Student discusses three options	Student discusses one or two options	Student does not address question
11. Examples of how the cooperating teacher communicated with parents	Student gives two examples	Students gives one example	Students does not address question
12. Key characteristics for professional educators	Student list three characteristics	Student list one or two characteristics	Student does not address question
13. Learning styles exhibited by students in the classroom.	Student describes two learning styles exhibited by students.	Student describes one learning style exhibited.	Student does not address question

14. Community activities available for teachers to actively engage in to support students' learning & well being	Student describes two community activities	Student describes one community activity	Student does not address question
15. Grammar & Spelling are correct in Part I			

Total Points Earned _____ **/75 points**

PART II = WRITE A THREE PARAGRAPH REFLECTION.

Criterion	Target (8-10 points)	Acceptable (6-7 points)	Unacceptable (0-5 point)
1. Reflection states why student wants to be a teacher.			
2. Reflection discusses what student learned during field experience			
3. Reflection discusses how this experience benefits the student's growing competence as a teacher			
4. Good sentence structure is used in the reflection			
5. Grammar & spelling are correct in the reflection			

Total Points Earned _____ **/50**

Comments:

Instructor: _____

Date: _____

APPLICATION FOR ADMISSION

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
DEPARTMENT OF EDUCATION

Full Name _____ Date _____

Student ID # _____ Social Security # _____

Permanent Address _____

Weatherford Address _____

Phone Number _____

Classification: freshman sophomore junior senior graduate

If graduate, date admitted to Graduate School: _____

Major field or fields _____

Endorsement Area _____

Advisor: _____

Do you have a degree? yes no

If so, what type is it? AA BS BA Masters

Where did you obtain your degree? _____

If you are a transfer student, name the institution from which you are transferring:

SWOSU Department of Education
Attn: Ruth Boyd
100 Campus Drive
Weatherford, OK 73096

DEPARTMENT OF EDUCATION ADMISSION PROCEDURE

ALL STUDENTS MUST FULFILL THE FOLLOWING REQUIREMENTS TO BE ADMITTED TO THE DEPARTMENT OF EDUCATION. The student will be responsible for maintaining and completing their portfolio. **Incomplete portfolios will not be accepted.**

1. Completion of the Application for Admission. **APPLICANTS MUST INCLUDE AN UP-TO-DATE TRANSCRIPT.**
2. Successful completion of thirty (30) semester hours.
3. Completion of Foundations of Education-2113 (grade of C or higher) including thirty (30) hours of Public School Observations.
4. Passage of the Oklahoma General Education Test (OGET). Registration forms are available in EDU 122 or online at www.ceoe.nesinc.com. Study guides are also available at the website.
5. An overall retention grade point average of **2.50** or higher
6. Successful interview by the Admission Committee.
7. Completion of English 1113 and 1213 (grade of C or higher).
8. Completion of Portfolio Level 1 and Level 2.
9. Completion of Criminal History Disclosure Statement
10. Completion of Plan of Study with signature of student and advisor.

Upon completion of the items listed above, the student must turn in his/her documentation (Portfolio Level II) to Education Room 102 to be considered for admittance to the Department of Education. PLEASE NOTE: Only completed portfolios will be considered. The student will return to EDU 102 after the admission committee has met to receive written notification of admission. Along with the admission letter, the student will receive the completed Rubric for Level II.

CRIMINAL HISTORY DISCLOSURE STATEMENT
Admission to SWOSU Department of Education

Pursuant to legislation, Title 70 O.S. 1991, § 3 -104 and 3-104.1, every applicant is required to answer each of the following questions in order to qualify for licensure:

- 1. During the preceding ten-year period, have you been convicted of a felony? Yes No
- 2. During the preceding ten-year period, have you been convicted of a crime involving moral turpitude? Yes No
- 3. Have you ever been convicted in Oklahoma, whether upon a verdict or plea of guilty or upon a plea of nolo contendere (no contest), or received a suspended sentence for a crime or an attempt to commit a crime which is considered sexually related in nature? Yes No
- 4. Have you ever been convicted, received a suspended sentence, or received a deferred judgment for a crime or attempted crime which was considered sexually related in nature in any other state or jurisdiction? Yes No
- 5. Have you ever had adverse action taken against any educator certificate or license in Oklahoma or any other state or jurisdiction? Yes No
- 6. Is any action now pending against you for alleged misconduct in any school district, court, or before any educator licensing agency in Oklahoma or any other state or jurisdiction? Yes No
- 7. Do you currently have any outstanding criminal charges or warrants of arrest pending against you in Oklahoma or in any other state or jurisdiction? Yes No

If the answer to any of the preceding questions is “Yes,” state on a separate sheet of paper the nature of the charge and in what court or jurisdiction you were charged/convicted. You may be required to obtain and provide to the admission committee official certified copies of all court and/or police records.

Falsification of any information on this application can result in suspension from the teacher education program.

Signature of Applicant _____ Date _____

Semester		
Department	Course Number	Course Title

Semester		
Department	Course Number	Course Title

Semester		
Department	Course Number	Course Title

Semester		
Department	Course Number	Course Title

Student Signature

I recommend that the above student be admitted to the Department of Education.

Advisor Signature

Estimated Dates for Certification Tests

OGET _____

OSAT _____

OPTE _____

RESTRICTED COURSES IN TEACHER EDUCATION

ELEMENTARY MAJORS

MUSIC 3202	Music Mth for Elem Tchrs
RDNG 3432	Teaching Reading II
ELEM 3513	CMM Math for Elem Tchrs
ELEM 3522	CMM Soc Studies El Tchrs
HPER 3553	Meth & Mat in El HPER
ELEM 3453	Lang Arts in the Elem Sch
ELEM 4222	Phonics and Penmanship
SCI 4352	Tchng Science in Elem Sch
RDNG 4443	Diag Pract in Tchng Rdng
ART 4452	CMM Elem School Art
LIT 4463	Children's Literature
EDPSY 3453	Educational Psych (Elem)
ELEM 4613	Educ Tests & Meas (Elem)
ELEM 4833	Principles of Tchng Elem
EDUC 3321	Multicult/Spec Population
EDUC 4021	Critical Issues in Education
EDUC 4041	Classroom Management
ELEM 4665	Student Tchng in Elem Sch
ELEM 4765	Student Tchng in Elem Sch

PK-12 MAJORS

EDPSY 3453	Educational Psych (Elem)
EDPSY 3653	Educational Psych (Sec)
ELEM 4613	Educ Tests & Meas (Elem)
SECED 4813	Educ Tests & Meas (Sec)
ELEM 4833	Principles of Tchng Elem
SECED 4823	Principles of Tchng Sec
EDUC 3321	Multicult/Spec Population
EDUC 4021	Critical Issues in Education
EDUC 4041	Classroom Management
ELEM 4765	Student Tchng in Elem Sch
SECED 4965	Student Tchng in Sec Sch
ART 4452	CMM Elementary Sch Art
ART 4553	Teachers' Course in Art
HPER 3553	Meth & Mat in El HPER
HPER 4553	Teachers' Course in H&PE
HPER 4541	Capstone Exp in HPER

SECONDARY MAJORS

EDPSY 3653	Educational Psych (Sec)
SECED 4813	Educ Tests & Meas (Sec)
SECED 4823	Principles of Tchng Sec
EDUC 3321	Multicult/Spec Population
EDUC 4021	Contemporary Issues in Education
EDUC 4041	Classroom Management
SECED 4865	Student Tchng in Sec Sch
SECED 4965	Student Tchng in Sec Sch
ENGL 4675	Tchng High School English
MATH 4933	Teaching Secondary Math
SCI 4843	Teachers' Crse in Science
SOCS 4133	Teachers' Crse in Soc Sci
TECH 4983	Princ of Tchng Tech Educ

SPECIAL EDUCATION MAJORS

LIT 4463	Children's Literature
SPCED 3433	Assessment Except Child
ECED 4162	Percept Dev Infant/Toddler
SPCED 4163	Inst Cont & Pract Sev/Prof
SPCED 4223	Det/Corr Spec Prob Incl Cl
SPCED 4362	Legal/Eth Pract in Spec Ed
SPCED 4623	Inst Cont & Prac Mild/Mod
SPCED 4811	Pract Severe/Prof (Camp)
SPCED 4821	Pract Mild/Mod (Camp)
SPCED 4852	Enh Comm/Coll Tran Proc
SPCED 4862	Plan & Mnging Tchng Env
EDPSY 3453	Educational Psych (Elem)
EDPSY 3653	Educational Psych (Sec)
ELEM 4613	Educ Tests & Meas (Elem)
SECED 4813	Educ Tests & Meas (Sec)
ELEM 4833	Principles of Tchng Elem
SECED 4823	Principles of Tchng Sec
EDUC 3321	Multicult/Spec Population
EDUC 4021	Critical Issues in Education
EDUC 4041	Classroom Management
ELEM 4765	Student Tchng in Elem Sch
SECED 4965	Student Tchng in Sec Sch

Note: All students completing an education degree or certification program in OK must demonstrate novice foreign language proficiency.

Foreign Language Proficiency Options at SWOSU:

1054 Elementary Spanish I *

1054 Elementary Latin I *

2014 Elementary French I *

American Sign Language *

-- if taken at SWOSU at Sayre – 2014 Sign Language is required

-- if taken at Redlands - American Sign Language I & II are required

-- if taken at USAO - American Sign Language I is required

Other Elementary Language Class (transferred) *

2 full years in high school (same language) *

Other university approved evaluation

* must have a “C” or better in each course taken

Follow these steps to document novice foreign language proficiency on your transcript:

1. If the course appears on your SWOSU transcript, the Registrar should add the NFLP statement by the beginning of the next semester.
2. You may provide an official transcript from another college/university that lists the foreign language course to the Certification Officer or EDU Department secretary.
3. If you have two credits of the same foreign language in high school (with a “C” or better), you **MUST** provide a copy of your high school transcript to the Certification Officer or EDU Department secretary.
4. If you request a degree check from the Registrar’s office and meet the requirements above, they will confirm your NFLP.
5. Contact the Certification Officer if you are fluent in a foreign language (but have not taken courses) and wish to take a proficiency exam.
6. A report will be generated and sent to the Registrar’s office at the end of each month. The Registrar’s office will put a notation (Novice Foreign Language Proficiency Met) on the transcript of each student meeting requirements.
7. You may print a copy of your transcript from the Campus Connect web site and place it in your Level III portfolio once the statement is in place (highlight the statement).

REVIEW NOTES FOR ADMISSION TO THE DEPARTMENT OF EDUCATION

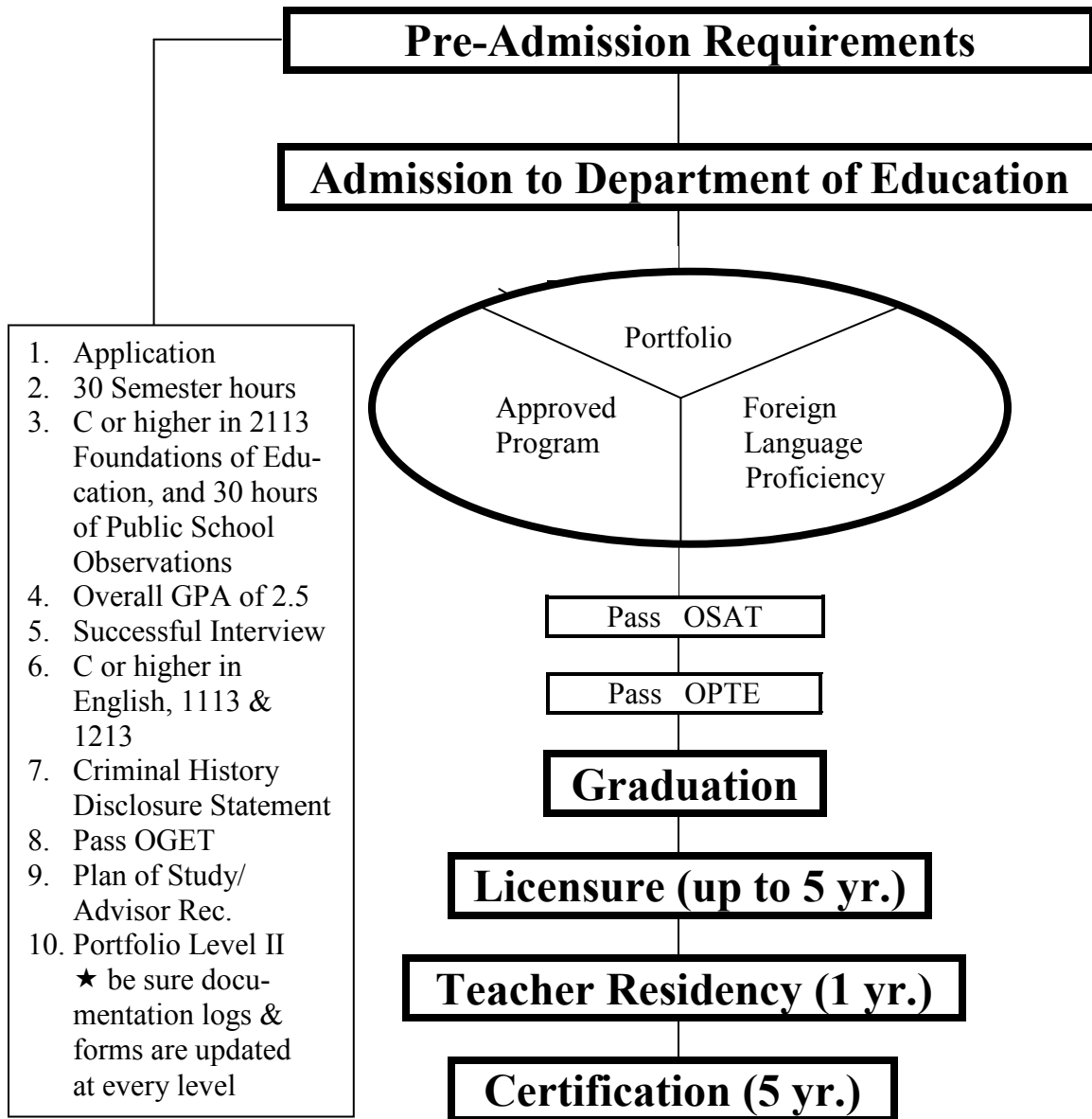
1. Admission application forms are included in the Foundations for Education 2113 Course Notebook, which is a required item with the textbook. Additional applications are available on the wall display outside of EDU 102.
2. Admissions forms include (1) Admission Procedures (2) Application Form; (3) Criminal History Disclosure Statement; (4) Department of Education Plan of Study.
3. The Department of Education admission application forms must be typewritten or put on a computer template. You can find the application in the coordinator's of student teaching and field experience class shared folder.
4. Pursuant to legislation, Title 70 O.S. 1991, § 3-104 and 3-104.1, every teacher applicant is required to complete a Criminal History Disclosure Statement. Falsification of any information on the form can result in suspension from the teacher education program.
5. Each teacher candidate must complete the Department of Education Plan of Study with their advisor. 1) Using your transcript(s), copy all completed community college and university coursework; 2) Include the current semester; 3) Project the sequence of courses you will take to finish your degree. 4) Submit the P.O.S. for your advisor's signature. The Plan of Study should be chronological. The projected sequence of coursework is **not** binding. This activity is necessary so that you and your advisor can estimate when you may student teach. Students with degrees working on certification should work with SWOSU certification officer.
6. Students must refer to the **ADMISSION PROCEDURE** page and follow the requirements and necessary actions carefully. It is the responsibility of the student to assure procedures are followed in a timely manner. If assistance is needed, students should seek help from their advisor. If additional assistance is required, they should seek help from the chairman of the department. Help is available to every student if they express the need for assistance.
7. Students must complete the Oklahoma General Education Test (OGET) for admission. Students must complete 30 semester hours of general education coursework including English Composition, English Composition II and required general education course(s). Registration forms for the OGET are available in EDU 120A and EDU 200. Study guides are available on line at www.ceoe.nesinc.com. Students can check out study guides at the library. The OGET is required for licensure and certification in the state of Oklahoma.
8. At the completion of the admission process, the student must turn their documentation and portfolios in to EDU 102. The portfolio must contain the following items: (1) one page application form completed on the computer template; (2) current college transcript (2.50 GPA is verified by the transcript); (3) OGET scores (students should keep their original copy in a permanent personal file); (4) the Criminal History Disclosure Statement; (5) Department of Education Plan of Study; (6) interview verification forms which are provided to students following the "Interviews into Teacher Education" process. **Please note: Only completed portfolios will be considered.** Students will receive notification of the decision from the Chairman of the Admissions Committee only after the submission of their portfolio. If this notice is not received, the student is advised to check with the Admissions Office, EDU 102. Documentation of the Admission to the Department of Education will appear on the student's transcript after admission.

9. The Admissions Office will only accept Level 2 completed portfolios
10. A one-page **Pre-Admission Requirements** guideline is being provided to each student in this class. **It is highly recommended that students keep the “Department of Education Admission Procedure” directions sheet and the “Pre-Admission Requirements” guidelines in a permanent file for reference through graduation.**
11. Interviews for admission to the Department of Education are offered once during each Semester. Sign up for interviews in your Foundations of Education class or EDU 110. **Remember:** Not one of the Department of Education admission requirements has to be completed in any given order. Complete each requirement as soon as possible. **No** requirement is dependent on another.
12. If a student CLEP(s) out of a class, this is not a problem. This will also be on the transcript.
13. After turning in the complete Admission Packet in the portfolio, the student will receive a letter from the Chairman of the Admissions Committee acknowledging their admission to the Department of Education. After approved admission, a student can then enroll in professional courses.
14. The admission process is a requirement for admission to the Department of Education. Students currently enrolled in the Foundations of Education course or transfer students (must have a GPA of 2.50) will be given a one-semester grace period to complete all requirements for admission and allowed to enroll in restricted courses. **This is for one semester only.** A student will not be allowed to enroll in any restricted courses after the one semester grace period until admitted to the Department of Education.
15. A portfolio seminar will be presented in the Foundations of Education Course. The seminar will detail the portfolio for each student. Portfolio seminars are offered once a semester. See the bulletin board outside Office 110 for the next seminar.

Helpful Names to Remember

Ruth Boyd, Interim Chair, Dept. of Education	774-3143	EDU 101
Mrs. Patti Linstead, Administrative Assistant	774-3285	EDU 102
Dr. Ray Read, Certification, Admissions	774-3235	EDU 122
Coordinator, Field Experiences	774-3146	EDU 110
Mrs. Rosemary Armoudian, Office Assistant	774-3144	EDU 110
Field Experience		

PATH TO THE TEACHING PROFESSION



OGET-- Oklahoma General Education Test (pass before admission to Dept. of Education)
OSAT-- Oklahoma Subject Area Test (semester before student teaching)
OPTE-- Oklahoma Professional Teaching Examination (student teaching semester)

OKLAHOMA CERTIFICATION EXAMINATIONS

Certification exams are offered at least 6 times per year. A maximum of two exams may be taken during one testing day.

Study Guides are available online at www.ceoe.nesinc.com.

REQUIREMENTS FOR TAKING EXAMS:

Oklahoma General Education Test (OGET) – It is recommended that students complete a minimum of 30 semester hours of general education coursework including English Composition I, English Composition II and required general education course(s) in Mathematics before taking this exam.

Oklahoma Subject Area Tests (OSAT) - It is recommended that students complete a minimum of 90 semester hours including the majority of the courses in the specific exam area before taking the exam(s).

Oklahoma Professional Teaching Examination (OPTE) - It is recommended that students complete a minimum of 90 semester hours including the following courses: Methods class(es), Exceptional Children, Media & Technology, Educational Psychology (Elem. or Sec.), Adolescent Psychology or Child Psychology or Developmental Psychology, Educational Tests and Measurements (Elem. or Sec.), Principles of Teaching (Elem. or Sec.) before taking this exam.

REGISTRATION PROCEDURE FOR EXAMS:

Registration may be done by telephone, online or mail.

1. By telephone: ONLY FOR EMERGENCY REGISTRATION; late fee required; fees payable by credit card (MasterCard or Visa) only.
2. By internet: www.ceoe.nesinc.com; fees payable by credit card (MasterCard or Visa) only.
3. By mail: Must call 866-565-4893 to order printed registration bulletin, mail registration to testing company with cashier's check or money order in envelope provided.

EXAM FEES (as of July 2009):

Oklahoma General Education Test (OGET) - \$90 (computer based testing is additional \$35)

Oklahoma Subject Area Test (OSAT) - \$90 per test

Processing Fee - \$40 (This fee must be paid for each test date for which you register for the OGET and/or an OSAT.)

Oklahoma Professional Teaching Examination (OPTE) - \$150 (There is no processing fee for the OPTE.)

OPTE: PK-8 – for Early Childhood or Elementary/Middle Level certification

OPTE: 6-12 – for Secondary Level certification (PK-12 majors make take either)

Elementary OSAT - consists of two tests for a total of \$90:

Subtest 1 – Reading/Language Arts/Social Studies (50) = \$45

Subtest 2 – Mathematics/Science/Health & Fitness/Fine Arts (51) = \$45

NOTE: Unofficial scores will be available for online access for a limited time after each test administration (after score reports are mailed). Go to www.ceoe.nesinc.com for instructions. Save your score sheet. A fee is charged for duplicates.

LICENSURE/CERTIFICATION PROCEDURES AT SWOSU

PROCEDURE FOR OBTAINING INITIAL 5-YEAR LICENSE:

1. Complete bachelor's degree and/or certificate program (including admission to the Department of Education and all required courses) and degree is posted to your official transcript.
2. Complete Foreign Language Proficiency.
3. Pass required certification exams (Oklahoma General Education Test, Oklahoma Subject Area Test(s), and Oklahoma Professional Teaching Exam).
4. Complete Fingerprinting process during student teaching semester (allow 4 weeks).
5. Create your account for the Online Certification System at the OK Department of Education web site (www.sde.state.ok.us). Under "Online Teacher Certification System," click on link "Log in or create account" and follow the directions. Save the user name and password you create for future renewal. Certification officer will complete SWOSU's recommendation once #1-3 are completed. After account log in, click the link "Apply for Your School's Recommendation." You will need a credit card to pay the \$50 processing fee. Once your application is complete, you should receive your license in about 5 business days.

PROCEDURE FOR OBTAINING INITIAL 5-YEAR TEACHING CERTIFICATE:

1. Complete all requirements for initial license.
2. Successfully complete Residency Program during first year of teaching in Oklahoma.
3. Log into your Online Certification System account at the State Dept. of Education website <http://www.sde.state.ok.us> and complete application. You will need a credit card to pay the \$50 fee for a 5-year certificate.

PROCEDURE FOR OBTAINING ADDITIONAL TEACHING AREAS (must be certified in major area before other areas can be added):

1. Pass OSAT(s) for additional area. (this does not apply to Elementary, Early Childhood or Special Education).
2. Log into your Online Certification System account at the State Dept. of Education website <http://www.sde.state.ok.us>. Click on link to renew your credentials. Processing fee of \$25 payable with credit card to add area to existing license/certificate.

PROCEDURE FOR OBTAINING CERTIFICATION IN MASTER'S LEVEL AREAS:

1. Complete master's degree and/or certificate program (School administration, counseling, psychometry). Degree OR completion statement must be posted on your official transcript.
2. Pass all required certification (CEOE) exams.
3. Meet all other requirements if applicable (such as teaching experience or current teaching certificate).
4. Log into your Online Certification System account at the State Dept. of Education website. Click the link "Apply for Your School's Recommendation" and complete application. You will need a credit card to pay the \$50 fee to add area/renew existing license/certificate. A new 5-year license/certificate will be issued. The Certification Officer MUST complete SWOSU's recommendation before you can apply (must complete #1-3 above).

Note: All students completing an education degree or certification program in OK must demonstrate novice foreign language proficiency.

Foreign Language Proficiency Options at SWOSU:

1054 Elementary Spanish I *

1054 Elementary Latin I *

2014 Elementary French I *

American Sign Language *

-- if taken at SWOSU at Sayre – 2014 Sign Language is required

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Other Elementary Language Class (transferred) *

2 full years in high school (same language) *

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Follow these steps to document novice foreign language proficiency on your transcript:

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3. If you have two credits of the same foreign language in high school (with a “C” or better), you **MUST** provide a copy of your high school transcript to the Certification Officer or EDU Department secretary.
4. If you request a degree check from the Registrar’s office and meet the requirements above, they will confirm your NFLP.
5. Contact the Certification Officer if you are fluent in a foreign language (but have not taken courses) and wish to take a proficiency exam.
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7. You may print a copy of your transcript from the Campus Connect web site and place it in your Level III portfolio once the statement is in place (highlight the statement).

SWOSU DEPARTMENT OF EDUCATION BACKGROUND CHECK INFORMATION

Date

Last Name	Middle Name	First Name	Previous name(s)
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Date of Birth

Social Security Number	Permanent Phone Number	Local Phone
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Permanent Address	County
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Local Address

If you are a transfer student, name the institution from which you are transferring.

I understand that this information will be used by the public school administration. With this signature, I release Southwestern Oklahoma State University from any liability related to the use of this information.

Signature

Date

Please return this form to your Foundations of Education instructor.

Certification Items to Remember

Dr. Ray Read
Office EDU 200
Phone 774-3235

- Become familiar with the flow chart provided to you earlier in the class that indicates the steps (tests, proficiencies, etc.) through which you must successfully pass to graduate. Subject matter tests are a part of the process that must be passed successfully before a license is issued to a teacher.
- The Registrar's Office is responsible for doing graduation checks to insure you have met the requirements for graduation. That is different from certification requirements.
- Be able to distinguish between graduation requirements and certification requirements. You must meet the latter to be able to apply for a teaching license. Graduation from college does not necessarily mean you have met the certification requirements. The certification analyst in the Department of Education, currently Dr. Ray Read, is the one to see concerning specific questions about certification requirements.
- License - Issued by the Oklahoma State Department of Education upon application by a graduate who has successfully completed a program of studies and passed appropriate tests. The license is issued for five years and allows a teacher to legally teach during the year of residency. Application for a license should be made to the State Department of Education as soon as possible upon completion of program of studies, graduation, and passage of appropriate competency/subject area matter tests.
- A teacher is encouraged to always maintain a valid, current teaching certificate, even if not teaching. If a license/certificate is allowed to lapse or expire, it can be difficult to renew. There have been cases in the past that individuals have had to return to college and meet the requirements of the current programs in force. It is good business for a professional to keep current certification, even when not being used.
- Attainment of foreign language novice-high proficiency will be required before graduation but new avenues for establishing proficiency may be added. Conversational Spanish for teachers is a three-hour class designed to meet the requirement as well as, the SAT II in foreign language.
- All teachers with coaching assignments are required to have Care & Prevention of Athletic Injuries course. A head coach must have an additional four (4) hours of physical education. To receive an endorsement in coaching on the license/certificate, twelve (12) hours are required.
- A GPA of 2.5 is required in Teacher Education to stay enrolled in professional classes and to graduate.
- Always talk to your advisor. Transfer students make sure you have a degree check with the SWOSU Registrar. Make sure you are aware of the requirements for your program.
- Media and Technology should be taken before your professional courses. It is a required course for Education majors.
- Make sure your GE coursework is right for certification. Even those students with an associate's degree should check with the registrar.

- The English Proficiency Exam is given once a semester. It is a requirement for graduation from SWOSU. The exam can be taken after you complete your second GE English course. You must wait one semester before taking the exam. There may possibly be a new ruling on this.
- You cannot be certified in the state of Oklahoma before you take all required tests and meet all certification requirements.
- Remember, if you are going to substitute, subs make more money if they have a license.
- Secondary science students should take multiple subject area tests. The chance of passing these tests is greatest during your college career rather than years later and not knowing what the future holds. Science teachers need to take tests in as many areas as possible just to bring more to the table when you look for a job. Smaller schools need applicants with multiple certifications. Recently a principal interviewed three very good candidates for a science position but none of the applicants had a physical science certification.

Southwestern Oklahoma State University
Department of Education

Portfolio Rationale and Philosophy

The following portfolio guidelines are designed to assist the preservice teacher in preparation of a personal tool for reflecting on the extent of teaching skills, knowledge and understanding, and progression through the initial phase of the teaching profession. The portfolio process will permit candidates to continuously connect the foundational theories of teaching and learning with the practitioner process of actual teaching. The portfolio will provide a representation of growth as a preservice teacher and establish a foundation for future learning. The knowledge and understanding gained from producing this portfolio will also serve as a measurement device that will enable the prospective teacher candidate to make decisions regarding teaching styles, choices, and future career opportunities. The professional portfolio reflects a synthesis of the approved competencies, standards, and outcomes established by the Oklahoma Commission for Teacher Preparation; Oklahoma State Regents for Higher Education; Oklahoma State Department of Education; Southwestern Oklahoma State University Department of Education and the SWOSU Conceptual Framework.

Relationship to the Conceptual Framework

The conceptual framework for the Department of Education at Southwestern Oklahoma State University provides direction and focus to the initial certification programs. The portfolio demonstrates proficiency in teaching, human growth and development, educational psychology, content, methods and materials, and field experiences, as noted in the EBTE conceptual framework.

The term “Experience Based Teacher Education” (EBTE) emphasizes the importance of the concept that education is a collection of experiences that shape teaching and learning. The quality of one’s education is the result of the quality of these experiences. The responsibility of providing these experiences is shared among the professional education faculty, candidates, and other members of the professional community. The focus of the framework is on the demonstrated success of students as documented in the portfolio.

The curriculum in the SWOSU teacher education unit is a concerted effort by the faculty to integrate a cohesiveness among the components of the conceptual framework (EBTE) and student outcomes, courses, field experiences, instruction, and evaluation. The teacher education program at SWOSU addresses each of these areas and aligns them with the fifteen professional competencies identified by the Oklahoma Commission for Teacher Preparation and includes quality field experience components.

Each course that is taken meaningfully relates to one or more of the performance standards and aligns with EBTE. The assignments, readings, research papers, and special projects and field experiences identified in the course syllabus contribute to the acquisition of the knowledge, dispositions, and skills described in the specific standard that is being documented. Therefore, a teacher candidate can document, with artifacts, and reflection/rationales how each assignment fits into supporting their growth toward a standard and the conceptual framework. The more familiar one becomes with the standards and the conceptual framework, the easier it will be to see the connections between coursework, field experiences, standards and the conceptual framework.

**Southwestern Oklahoma State University
Department of Education**

Portfolio Policy

The Southwestern Oklahoma State University Department of Education defines a portfolio as a selected sample of artifacts and reflective entries which represent a teacher candidate's professional understanding and growth related to the competencies, standards, and outcomes established by the Oklahoma Commission for Teacher Preparation; Oklahoma State Regents for Higher Education; Oklahoma State Department of Education; and Southwestern Oklahoma State University Department of Education.

Teacher candidates will prepare portfolios, which document professional growth and understanding, as a requirement for the Professional Education sequence. Portfolio documentation is a requirement at four levels of the Professional Education sequence at Southwestern Oklahoma State University. Documentation of an approved portfolio is a requirement for recommendation for licensure.

The Portfolio will represent the experiences, skills, understanding, and growth of the teacher candidate. It will provide evidence of progress toward:

- Teacher candidates professional growth.
- Southwestern Oklahoma State University Department of Education program goals.
- Oklahoma competencies, standards, and outcomes required by the Commission for Teacher Preparation; the State Department of Education; and the Oklahoma State Regents for Higher Education.

The Portfolio will be assessed with the use of a Portfolio Assessment Rubric at each of the four levels. The rubric will indicate that each teacher candidate has attained competency and met requirements at each level before the candidate can progress to the next level.

Some artifacts selected for use in the portfolio are requirements of the Southwestern Oklahoma State University Department of Education. Those not required may be selected by the teacher candidate to demonstrate best work. The artifacts may be changed by the teacher candidate to represent present growth and understanding.

The Portfolio will be a useful tool for the teacher candidate. Artifacts contained in the portfolio will be used to assess the candidate's performance and to measure accountability. The Portfolio can be used as an introductory device during field experiences and student teaching as well as a useful tool in seeking employment, career development, and promotion decisions. Most importantly, presentation of an approved portfolio is a requirement for recommendation for licensure.

**Southwestern Oklahoma State University
Department of Education**

Review Guidelines

The Portfolio will be reviewed four (4) times prior to recommendation for licensure.

Level One - Foundations of Education

Level Two - Admission to the Department of Education

Level Three - Admission to the Professional Semester

Level Four - Student Teaching and EBTE

Level One - Foundations of Education

1. The student is introduced to the Portfolio Requirements and completes the Portfolio Seminars.
2. The student acquires and begins to assemble the Professional Portfolio and reads “How to Develop a Professional Portfolio.”
3. The student begins writing reflective analysis of field experiences and completing the Observation Packet.
4. The student writes his/her Philosophy of Education.
5. The student prepares to apply for Admission to the Department of Education.
6. The student submits the Portfolio to the Foundations of Education Instructor. The Portfolio is evaluated with the Portfolio Level One Rubric. If the portfolio is incomplete, a grade of “I” is given in the Foundations course. The “I” will be changed to a letter grade when the portfolio requirement is met.

Level Two - Admission to the Department of Education

1. Teacher candidates will initiate their portfolio in Foundations of Education.

2. Teacher candidates will submit their portfolio to the Admissions Office, Edu. 102, prior to applying for admission to the Department of Education.
3. The teacher candidate's portfolio will be reviewed prior to admission. Recommendation concerning admission to the Department of Education will be based on the portfolio review. The Level Two Rubric will be used to assess the portfolio.
4. Those teacher candidates denied admission may appeal this decision to the Admission-Retention Committee, or may reapply at a later date when all requirements have been met.

Level Three - Admission to the Professional Semester

1. Teacher candidates applying to the Professional Semester must present their portfolio at the time of application.
2. Based on this review and completion of an application, the teacher candidate may be admitted or denied admittance to the Professional Semester. The Level Three Rubric will be used to assess the portfolio.
3. Any teacher candidate denied admission may appeal this decision. The candidate may reapply at a later date when all requirements have been met.
4. The teacher candidate's portfolio will be reviewed by a faculty member in the Department of Education prior to student teaching. The Level Three Rubric will be used to assess the portfolio.

Level Four - Student Teaching and EBTE

1. At the end of the Professional Semester, each teacher candidate will present a completed portfolio to an Interdisciplinary Reviewer.
2. Based upon a review of the portfolio and EBTE interview, the reviewer may recommend the teacher candidate for licensure application. The Level Four Rubric will be used to assess the portfolio.
3. Those teacher candidates denied admission may appeal this decision. The candidates may reapply at a later date when all requirements have been met.
4. During the Student Teaching experience, a University Supervisor will evaluate the teacher candidate's Portfolio during each visit to the cooperating site.

**Southwestern Oklahoma State University
Department of Education**

Portfolio Requirements

Level One - Foundations of Education

1. SWOSU Portfolio Philosophy and EBTE /Conceptual Framework Flow Chart
2. Portfolio Seminar Certificate
3. Philosophy of Education
4. Observation Time Log
5. Observation Packet and Reflection Forms
6. Cooperating Teacher's evaluation of the observation student. **(make one copy to turn in to your instructor)**
7. School of Education Interview Critique Forms
8. Documentation logs
 - Log A
 - Log B
 - Log C

Level Two - Admission to the Department of Education

1. All criteria listed in Level One.
2. Department of Education Admission Packet (completed by applicant).
(application, transcript, confirmation of OGET scores, interview critique forms, criminal history disclosure statement and SWOSU plan of study.
3. Documentation logs (updated from Level I)
 - a. Log A
 - b. Log B
 - c. Log C

Level Three - Admission to the Professional Semester

The teacher candidate must have a minimum of 12 of the 15 competencies documented before Admission to the Professional Semester. Competencies 10 and 13 must be two of the 12 documented. All artifacts will be accompanied by an approved artifact, Reflection/Rationale Statement and an instructor and/or peer rubric if appropriate.

1. All Criteria listed in Levels I and II
2. Proof of Competency in Content Areas (Transcript)
3. Transcript with Admission to the Department of Education and Foreign Language Proficiency highlighted
4. Professional Teaching Resume
5. Documentation Logs (updated Level II)
 - Log A
 - Log B
 - Log C
6. The teacher candidate must have a minimum of 12 of the 15 competencies documented before Admission to the Professional Semester. Competencies 10 and 13 must be two of the 12 documented. All artifacts will be accompanied by an approved artifact, Reflection/Rationale Statement and an instructor and/or peer rubric if appropriate.

The portfolio shows progress in documenting the following seven requirements (A-G).

- (A) Artifacts document principles and theories to actual practice.
(Artifacts show relationship to the conceptual framework-EBTE)
- (B) Portfolio documents the teacher candidate has practiced in a variety of communities; with students who are from different age groups; are culturally diverse; and represent exceptional populations.
- (C) Portfolio documents the teacher candidate has practiced in a variety of school settings.
- (D) Portfolio documents the teacher candidate's interaction with teachers who use a variety of teaching styles.
- (E) Portfolio documents the teacher candidate's involvement with parents, families, and communities.
- (F) Portfolio documents the teacher candidate has completed volunteer work in communities and schools.
- (G) Portfolio documents the teacher candidate has participated in professional organizations and examples of involvement.

Level Four - Student Teaching and EBTE (Conceptual Framework)

1. All criteria included in Levels One, Two, and Three
2. Transcript with Foreign Language Documentation highlighted
3. Documentation Logs (updated from Level III)
 - Log A
 - Log B
 - Log C
4. Observation Forms (1)
5. Attendance Forms (1)
6. Interview Notes (1)
7. Copies of the formative evaluations of teaching from the Cooperating Teacher (blue) and the University Supervisor (buff).
8. Copies of the summative evaluations (scan forms) of teaching from the Cooperating Teacher and the University Supervisor.
9. Student Teacher Self-Evaluation
10. Culminating Performance Assessment Work Sample (follow the guidelines for successful completion of the CPA Work Sample.)
11. Artifacts, which reflect opportunities for teacher candidates to meet the 15 competencies. All artifacts will be accompanied by an approved artifact, Reflection/Rationale Statement and an instructor and/or peer rubric if appropriate.
12. Portfolio peer evaluation/portfolio self-evaluation. (Please complete these evaluations prior to EBTE.)

The following seven requirements A-G must be documented and met in Level 4

(A) Artifacts document principles and theories to actual practice. (CPA)

(B) Portfolio documents the teacher candidate has practiced in a variety of communities; with students who are from different age groups; are culturally diverse; and represent exceptional populations.

(C) Portfolio documents teacher candidate has practiced in a variety of school settings.

(D) Portfolio documents the teacher candidate's interaction with teachers who use a variety of teaching styles.

(E) Portfolio documents the teacher candidate's involvement with parents, families and communities.

(F) Portfolio documents the teacher candidate has completed volunteer work in communities and schools.

(G) Portfolio documents the teacher candidate has participated in professional organizations and examples of involvement.

Oklahoma General Competencies for Teacher Licensure and Certification

Competency 1 (Knowledge of Subject Matter)

The teacher **understands the central concepts and methods of inquiry** of the subject matter discipline(s) he or she teaches and can **create learning experiences** that make these aspects of subject matter meaningful for students.

Competency 2 (Knowledge of Human Development and Learning)

The teacher **understands how students learn and develop, and can provide learning opportunities** that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

Competency 3 (Adapting Instruction for Individual Needs)

The teacher **understands that students vary in their approaches to learning and creates instructional opportunities** that are adaptable to individual differences of learners.

Competency 4 (Multiple Instructional Skills and Use of Technology)

The teacher **understands curriculum integration processes and uses a variety of instructional strategies** to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.

Competency 5 (Classroom Motivation and Management Skills)

The teacher **uses best practices related to motivation and behavior to create learning environments** that encourage positive social interaction, self motivation and active engagement in learning, thus, providing opportunities for success.

Competency 6 (Human Relations and Communication Skills)

The teacher **develops knowledge of and uses communication techniques** to foster active inquiry, collaboration, and supportive interaction in the classroom.

Competency 7 (Instructional Planning Skills)

The teacher **plans instruction** based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

Competency 8 (Assessment of Student Learning)

The teacher **understands** and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

Competency 9 (Professional Commitment and Responsibility)

The teacher **evaluates the effects of his/her choices and actions on others** (students, parents, and other professionals in the learning community), **modifies those actions** when needed, and actively seeks opportunities for continued professional growth.

Competency 10 (Partnerships)

The teacher **fosters positive interaction** with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

Competency 11 (Career Awareness)

The teacher shall have an **understanding of the importance of assisting students with career awareness** and the application of career concepts to the academic curriculum.

Competency 12 (Professional Development and Commitment to Excellence)

The teacher **understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change** leads to greater student learning and development.

Competency 13 (Legal Rights and Responsibilities)

The teacher **understands the legal aspects of teaching** including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

Competency 14 (Priority Academic Student Skills) (P.A.S.S.)

The teacher **understands, and is able to develop** instructional strategies/plans based on the **Oklahoma Core curriculum.**

Competency 15 (Oklahoma Criteria for Effective Teaching Performance)

The teacher **understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria** in designing instructional strategies.

SWOSU Department of Education Portfolio Guidelines

1. Portfolios will be kept in three ring binder with Levels I, II, III, and IV tabbed and designated.
2. The maintenance, storage, and submission of the portfolio is the responsibility of the teacher candidate.
3. Levels I, II, III and IV will be tabbed. The Table of Contents will be the rubric for the specific level.
4. Artifacts placed in the portfolio will show evidence that the teacher candidate has met all requirements and the Oklahoma General Competencies for Teacher Licensure and Certification. All 15 competencies will be documented by Level Four with artifacts, reflection/rationale statements, an instructor and peer rubric (if appropriate), and the CPA.
5. A single artifact may be used as evidence for more than one competency or requirement. All competencies will be documented with a reflection/rationale and an instructor and peer rubric, if appropriate.
6. All reflection/rationale statements will address the information given in the example included in this packet.
7. Teacher candidates will choose artifacts from the Portfolio Requirements in their Professional Education courses and Methods courses. Additional items may be added at the discretion of the teacher candidate and the course instructor.
8. Portfolios will be the original work of the teacher candidate.
9. Scoring Rubrics (4) will be placed in the front of each level and will serve as the Table of Contents. Candidates are responsible for completing the information on the top of each rubric before turning in the portfolio.
10. Artifacts should include instructor and peer rubrics and critiques whenever possible.
11. Place your name on the spine of the portfolio notebook.
12. The Chairman of the Department of Education and instructors may call for, examine, and conduct peer reviews for portfolios at any time and in any class.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 1

Competency 1 The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- Understands central concepts of the subject taught
- Creates meaningful learning experiences

Relationship to Conceptual Framework: **Classroom Experiences**
Field Experiences
Cohort Experiences

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 2

Competency 2 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

- Understands how students learn and develop
- Develops learning opportunities that support students' intellectual, social, and physical development

Relationship to Conceptual Framework: **Classroom Experiences**
Field Experiences
Cohort Experiences

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 3

Competency 3 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

- Understands students differ when learning
- Adapts instructional to individual needs

Relationship to Conceptual Framework: Classroom Experiences
Field Experiences

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 4

Competency 4 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.

- Encourages development of information acquisition
- Encourages critical thinking
- Encourages problem solving skills
- Uses a variety of instructional strategies
- Uses technology

**Relationship to Conceptual Framework: Classroom Experiences
Field Experiences**

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 5

Competency 5 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

- Uses best practices to encourage social interaction
- Uses best practices to encourage self-motivation
- Uses best practices to encourage active learning

Relationship to Conceptual Framework: **Classroom Experiences**
Field Experiences
Cohort Experiences

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 6

Competency 6 The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Uses effective communication to foster active inquiry
- Uses effective communication to foster collaboration
- Uses effective communication to foster supportive interaction

Relationship to Conceptual Framework: **Classroom Experiences**
Field Experiences
Cohort Experiences
Service Learning Experiences

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 7

Competency 7 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

- Plans instruction based upon curriculum goals
- Plans instruction based upon the teaching/learning process
- Plans instruction based upon abilities and differences
- Plans instruction based upon community characteristics
- Plans instruction based upon assessment and reflection

Relationship to Conceptual Framework: Classroom Experiences
Field Experiences

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 8

Competency 8 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

- Uses a variety of assessment strategies
- Evaluates and modifies the teaching/learning process

**Relationship to Conceptual Framework: Classroom Experiences
Field Experiences**

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 9

Competency 9 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

- Evaluates effects of choices and actions
- Modifies actions
- Seeks professional opportunities

Relationship to Conceptual Framework: Cohort Experiences
Service Learning Experiences

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 10

Competency 10 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

- Encourages interaction with school colleagues
- Encourages interaction with parent/families
- Encourages interaction with the community

**Relationship to Conceptual Framework: Cohort Experiences
Service Learning Experiences**

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 11

Competency 11 The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

- Assist with career awareness
- Includes career concepts in the curriculum

Relationship to Conceptual Framework: Cohort Experiences
Service Learning Experiences

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 12

Competency 12 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

- Understands continuous lifelong learning
- Understands making learning enjoyable
- Willing to make changes for greater student learning

Relationship to Conceptual Framework: Classroom Experiences

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 13

Competency 13 The teacher understands the legal aspects of teaching including the rights of students and parents/families as well as the legal rights and responsibilities of the teacher.

- Understands legal rights and responsibilities
- Understands rights of students
- Understands rights of parents/families

Relationship to Conceptual Framework: Cohort Experiences

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 14

Competency 14 The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

- Understands the Oklahoma academic core curriculum (P.A.S.S.)
- Develops instructional strategies based on Priority Academic Student Skills (P.A.S.S.)

**Relationship to Conceptual Framework: Classroom Experiences
Cohort Experiences**

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

Name:

Date:

Course:

REFLECTION/RATIONALE STATEMENT FOR COMPETENCY 15

Competency 15 The teacher understands the state teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

- Understands “Oklahoma Criteria for Effective Teaching Performance.”
- Incorporates “Oklahoma Criteria for Effective Teaching Performances” into lesson plans.

**Relationship to Conceptual Framework: Classroom Experiences
Field Experiences**

Name of Artifact:

Date artifact was completed:

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- Why the artifact meets the competency (including each bulleted area of the competency).
- How the artifact relates principles and theories to actual practice.
- What you learned by completing the artifact.
- How you will use these skills and information as a teacher.

**SWOSU – Admission to Professional Semester
Level Three Rubric and Table of Contents**
(Please place in portfolio at the beginning of Level III)

Name _____ Tel: _____ E-mail: _____
Major _____ Semester _____ Year _____

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
Levels One and Two criteria are complete.				
Transcript/Highlight Admission/For. Lang.				
Professional Teaching Resume				
Field Experience Documentation Logs:				
Log A				
Log B				
A <u>minimum</u> of 40 hrs of field experience must be documented on Log B.				
Log C				
<p>Artifacts demonstrating 15 Oklahoma General Competencies for Teacher Licensure and Certification. (There is evidence that the teacher candidate has begun documenting the 15 competencies. The portfolio must have a minimum of twelve competencies documented for Level Three.) Competencies 10 and 13 must be documented in the Level III portfolios. All artifacts will be accompanied by an approved artifact, Reflection/Rationale Statement and an instructor and/or peer rubric if appropriate.</p>				
Competency 1				
Competency 2				

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
Competency 3				
Competency 4				
Competency 5				
Competency 6				
Competency 7				
Competency 8				
Competency 9				
Competency 10 *				
Competency 11				
Competency 12				
Competency 13 *				
Competency 14				
Competency 15				

***Competencies 10 and 13 must be documented by Level III.**

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
The Portfolio demonstrates progress toward the following requirements:				
(A) Artifacts to relate principles and theories to actual practice.				
(B) Portfolio documents that the teacher candidate has practiced in a variety of communities.				
(C) Portfolio documents that the teacher candidate has practiced in a variety of school settings.				
(D) Portfolio documents that teacher candidate has interacted with teachers who use a variety of teaching styles.				
(E) Portfolio documents the teacher candidate's involvement with parents, families, and communities.				
(F) Portfolio documents the teacher candidate has completed volunteer work in a school setting or within a community.				
(G) Portfolio documents the teacher candidate's participation in professional organizations.				

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
The Portfolio has a minimum of 12 of the 15 competencies documented.(must include 10 & 13)				
Portfolio is in a three ring binder.				
Correct Spelling and Grammar				
Portfolio is consistent, organized, and complete for Level III				
The student is admitted to the Professional Semester.				

Additional Comments:

Evaluator's Signature _____ Date _____

SWOSU – Admission to the Department of Education
Level Two Rubric and Table of Content
(Please place in portfolio at the beginning of Level II)

Name _____ Tel: _____ E-mail: _____
Major _____ Semester _____ Year _____

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
Level One Criteria Is Complete				
Admission Packet 1. Admission App. 2. Transcript 3. OGET Scores 4. Interview Critique 5. Criminal Disc. St. 6. Plan of Study				
Field Experience Documentation Logs:				
Log A				
Log B				
Log C				
Portfolio is in a three ring binder				
Correct Spelling and Grammar				
Portfolio is consistent, organized, and complete for Level II				
Student is Admitted to Dept. of Edu.				

Chairman of Admission _____ Date _____

SWOSU - Foundations of Education
Level One Rubric and Table of Contents
(Please place in portfolio at the beginning of Level I)

Name _____ Tel: _____ E-mail: _____
Major _____ Semester _____ Year _____

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
Portfolio Philosophy/Flow Chart				
Portfolio Certificate				
Philosophy of Education				
Observation Time Log				
Observation Packet/ Reflection Forms				
Observation Evaluation (Plus one copy)				
Interview Critiques				
Documentation Logs				
Log A				
Log B				
Log C				
Portfolio is in a three ring binder				
Correct Spelling and Grammar				
Portfolio is consistent, organized, and complete for Level I				

Additional Comments:

Evaluator's Signature _____ Date _____

SWOSU – Student Teaching and EBTE
Level Four Rubric and Table of Contents
(Please place in portfolio at the beginning of Level IV)

Name _____ Tel: _____ E-mail: _____

Major _____ Semester _____ Year _____

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
Levels One, Two, and Three criteria are complete.				
Foreign Language Documentation highlighted on transcript				
Field Experience Documentation Logs:				
Log A				
Log B				
Log C				
Observation Forms (1)				
Attendance Forms (1)				
Interview/Notes (1)				
Formative Evaluations				
Summative Evaluation				
Self-Evaluations				
CPA Work Sample				

Artifacts demonstrating 15 Oklahoma General Competencies for Teacher Licensure and Certification. All artifacts will be accompanied by an approved artifact, Reflection/Rationale Statement and an instructor and/or peer rubric if appropriate.

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
Competency 1				
Competency 2				
Competency 3				
Competency 4				
Competency 5				
Competency 6				
Competency 7				
Competency 8				
Competency 9				
Competency 10				
Competency 11				
Competency 12				
Competency 13				
Competency 14				
Competency 15				

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
The following requirements are documented in the Portfolio.				
(A) Artifacts to relate principles and theories to actual practice.				
(B) Portfolio documents the teacher candidate has practiced in a variety of communities.				
(C) Portfolio documents the teacher candidate has practiced in a variety of school settings.				
(D) Portfolio documents the teacher candidate has interacted with teachers who use a variety of teaching styles.				
(E) Portfolio documents the teacher candidate's involvement with parents, families, and communities				
(F) Portfolio documents the teacher candidate has completed volunteer work in a school setting or within a community.				
(G) Portfolio documents the teacher candidate's participation in Professional Organizations.				
Peer evaluation/self-evaluation.				
Correct Spelling and Grammar				
The portfolio is consistent, organized, complete for Level IV and fulfills the portfolio requirements for licensure.				

Additional Comments:

Evaluator's Signature _____ Date _____

Portfolio Peer Assessment
(To be completed by EBTE)

Student's Name _____

Evaluator's Name _____

Circle yes or no and make comments if desired.

1. Is the portfolio neat and well organized?
Yes No Comments:

2. Does the portfolio provide evidence that the teacher candidate understands the central concepts and methods of inquiry of the subject matter discipline(s) that the teacher candidate teaches and can create learning experiences that make these aspects of subject matter meaningful for students?
Yes No Comments:

3. Does the portfolio provide evidence that the teacher candidate understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development?
Yes No Comments:

4. Does the portfolio provide evidence that the teacher candidate understands that students vary in their approaches to learning and create instructional opportunities that are adaptable to individual differences of learners?
Yes No Comments:

5. Does the portfolio provide evidence that the teacher candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology?
Yes No Comments:

6. Does the portfolio provide evidence that the teacher candidate uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success?
Yes No Comments:

7. Does the portfolio provide evidence that the teacher candidate uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom?
Yes No Comments:

8. Does the portfolio provide evidence that the teacher candidate plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students'

abilities and differences, and the community; and adapt instruction based upon assessment and reflection?

Yes No Comments:

9. Does the portfolio provide evidence that the teacher candidate understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner?

Yes No Comments:

10. Does the portfolio provide evidence that the teacher candidate understands and evaluates the effects of my choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth?

Yes No Comments:

11. Does the portfolio provide evidence that the teacher candidate fosters positive interaction with school colleagues, parent/families, and organizations in the community to actively engages them in support of students' learning and well-being?

Yes No Comments:

12. Does the portfolio provide evidence that the teacher candidate understands the importance of assisting students with career awareness and application of career concepts to the academic curriculum?

Yes No Comments:

13. Does the portfolio provide evidence that the teacher candidate understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the changes lead to greater student learning and development?

Yes No Comments:

14. Does the portfolio provide evidence that the teacher candidate understands the legal aspects of teaching including the rights of students and parents/families, as well as, the legal rights of responsibilities of the teacher?

Yes No Comments:

15. Does the portfolio provide evidence that the teacher candidate understands the Oklahoma core curriculum and is able to develop instructional strategies/plans based on Priority Academic Student Skills (PASS)?

Yes No Comments:

16. Does the portfolio provide evidence that the teacher candidate understands that State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies?

Yes No Comments:

17. Does the portfolio provide evidence that the teacher candidate uses the best practices to relate principles and theories to actual practice?
Yes No Comments:
18. Does the portfolio reflect evidence that the teacher candidate has practiced in a variety of communities; with students who are from different age groups; are culturally diverse; and represent exceptional population?
Yes No Comments:
19. Does the portfolio provide evidence that the teacher candidate has practiced in a variety of school settings?
Yes No Comments:
20. Does the portfolio document provide evidence that the teacher candidate has interacted with teachers who used a variety of teaching styles?
Yes No Comments:
21. Does the portfolio provide evidence that the teacher candidate has been involved with parents, families, and communities?
Yes No Comments:
22. Does the portfolio provide evidence that the teacher candidate is involved in professional organizations?
Yes No Comments:
23. Does the portfolio provide evidence that the teacher candidate has completed volunteer work in communities and schools?
Yes No Comments:
24. Do each of the 15 competencies have Reflection/Rationale Statements?
Yes No Comments:
25. Are the A-G requirements properly documented in the portfolio?
Yes No Comments

Evaluator's Signature

Date

9. Does the portfolio provide evidence that I understand and use a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner?
Yes No Comments:
10. Does the portfolio provide evidence that I understand and evaluate the effects of my choices and actions on others (students, parents, and other professionals in the learning community), modify those actions when needed, and actively seek opportunities for continued professional growth?
Yes No Comments:
11. Does the portfolio provide evidence that I foster positive interaction with school colleagues, parent/families, and organizations in the community to actively engage them in support of students' learning and well-being?
Yes No Comments:
12. Does the portfolio provide evidence that I understand the importance of assisting students with career awareness and application of career concepts to the academic curriculum?
Yes No Comments:
13. Does the portfolio provide evidence that I understand the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the changes lead to greater student learning and development?
Yes No Comments:
14. Does the portfolio provide evidence that I understand the legal aspects of teaching including the rights of students and parents/families, as well as, the legal rights of responsibilities of the teacher?
Yes No Comments:
15. Does the portfolio provide evidence that I understand the Oklahoma core curriculum and am able to develop instructional strategies/plans based on Priority Academic Student Skills (PASS)?
Yes No Comments:
16. Does the portfolio provide evidence that I understand that State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies?
Yes No Comments:
17. Does the portfolio provide evidence that I use the best practices to relate principles and theories to actual practice?
Yes No Comments:

18. Does the portfolio reflect evidence that I have practiced in a variety of communities; with students who are from different age groups; are culturally diverse; and represent exceptional population?
Yes No Comments:
19. Does the portfolio provide evidence that I have practiced in a variety of school settings?
Yes No Comments:
20. Does the portfolio document provide evidence that I have interacted with teachers who used a variety of teaching styles?
Yes No Comments:
21. Does the portfolio provide evidence that I have been involved with parents, families, and communities?
Yes No Comments:
22. Does the portfolio provide evidence that I am involved in professional organizations?
Yes No Comments:
23. Does the portfolio provide evidence that I have completed volunteer work in communities and schools?
Yes No Comments:
24. Does each of the 15 competencies have Reflection/Rationale Statements?
Yes No Comments:
25. Are the A-G requirements properly documented in the portfolio?
Yes No Comments

Student's Signature

Date

SWOSU

DEPARTMENT OF
EDUCATION

SUGGESTED ARTIFACT
LIST

July 2010

Early Childhood Education

Competency 1 The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

ECED 4612	Practicum in ECED	Case Study
ECED 4483	Exploring the Child's World	Unit Plan
ECED 4463	Expressive Arts	Nine Week Curriculum and 6 Thematic Units
ECED 4423	Play Methods & Materials	Thematic Center Resource Tub Activity and Materials List

Competency 2 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

ECED 4612	Practicum in ECED	Case Study
ECED 4163	Perc. Dev. Infants/Toddlers	Activity Plan
ECED 4533	Guidance of Pre-School Child	Case Study
ECED 4483	Exploring the Child's World	Unit Plan
ECED 4423	Play Methods & Materials	Thematic Center Resource Tub Activity and Materials List
EDPSY 3453	Educational Psychology	Written Evaluations over 3 Concepts

Competency 3 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

ECED Practicum in ECED Case Study
4612

ECED Guidance of Pre-School Child Case Study
4533

ECED Exploring the Child's World Unit Plan
4483

Competency 4 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.

ECED Practicum in ECED Case Study
4612

ECED Guidance of Pre-School Child Case Study
4533

Competency 5 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

ECED Practicum in ECED Case Study
4612

ECED Guidance of Pre-School Child Case Study
4533

ECED Expressive Arts Modified Classroom Design
4463

Competency 6 The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

ECED Practicum in ECED Case Study
4612

ECED 4533 Guidance of Pre-School Child Case Study

ECED 4463 Expressive Arts Planned Family/Community Event and Flyer

Competency 7 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

ECED 4612 Practicum in ECED Case Study

ECED 4163 Perc. Dev. Infants/Toddlers Intervention Design

ECED 4533 Guidance of Pre-School Child Case Study

ECED 4483 Exploring the Child's World Unit Plan

Competency 8 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

ECED 4612 Practicum in ECED Case Study

ECED 4163 Perc. Dev. Infants/Toddlers Mock Assessment

ECED 4533 Guidance of Pre-School Child Case Study

ECED 4463 Expressive Arts Anecdotal Record, Assessment Group Project and Reflective

Competency 9 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

ECED Practicum in ECED Case Study
4612

ECED Perc. Dev. Infants/Toddlers Community Service
4163

ECED Guidance of Pre-School Child Case Study
4533

Competency 10 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

ECED Practicum in ECED Case Study
4612

ECED Guidance of Pre-School Child Case Study
4533

Competency 11 The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

ECED Practicum in ECED Case Study
4612

Competency 12 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

ECED Practicum in ECED Case Study
4612

ECED Expressive Arts ECED Professional Event Attendance and Reflective
4463

Competency 13 The teacher understands the legal aspects of teaching including the rights of students and parents/families as well as the legal rights and responsibilities of the teacher.

ECED Practicum in ECED Case Study
4612

Competency 14 The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

ECED Practicum in ECED Case Study
4612

ECED Perc. Dev. Infants/Toddlers Activity Plan
4163

Competency 15 The teacher understands the state teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

ECED Practicum in ECED Case Study
4612

Elementary Education

Competency 1 The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

ELEM CMM Social Studies Current Even Lesson/Presentation
3522 *(Students choose the competency depending on the way they teach and the subject area they choose)*

ELEM Lang. Arts in the Elem. Sch. Lesson Plan
3453 *(Unit lesson plan on grammar or creative writing)*

SCI Physical Sci. for Edu. Majors Mini-lesson
3214

SCI Teaching Sci. in the Elem. Science Lesson Plan
4352 School

Competency 2 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

LIT Children's Literature Story Quilt with two Journals
4463

RDNG Teaching of Reading I Learning Centers
3423

ELEM CMM Social Studies Current Event Lesson/Presentations
3522 *(Students choose depending on the way they teach and the subject area they choose)*

EDPSY Educational Psychology Written Evaluation of three concepts
3653

PSYCH Developmental Psychology Test on Piagetian Conservation tasks
3213 Written Transcription of a child's responses

Competency 3 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

ELEM 4833	Princ. of Teach. Elem. Sch.	Interdisciplinary Unit Lesson Plan Lesson plan <i>(demonstrates that the teacher candidate understands how students differ in their approaches to learning and can create instructional opportunities that are adaptable to diverse learners)</i>
LIT 4463	Children's Literature	Completed Book Card File <i>(The teacher candidate understand how students differ in their approaches to learning and creates instructional opportunities that are adaptable to diverse learners)</i>
RDNG 3423	Teaching of Reading I	Language Experience Lesson
SPCED 3132	Exceptional Child	Format Modified Curriculum Test <i>(The teacher candidate demonstrates an understanding of how students differ in their approaches to learning and create instructional opportunities for students with exceptional learning needs that are adaptable to a variety of disabilities.)</i>
ELEM 4222	Phonics and Penmanship	Phonics/Penmanship Lesson/Presentation <i>(Students choose the competency depending on the way they teach and the subject area they choose.)</i>
LIBED 3423	Media and Technology	Digital Divide paper and reflection <i>(Students investigate the Digital Divide information technologies and then address how they can help bridge the divide in their classroom.)</i>
SCI 4352	Teaching Sci. in the Elem. School	Science Lesson Plan

Competency 4 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills and effective use of technology.

ELEM 4222	Phonics and Penmanship	Phonics/Penmanship Lesson/Presentation <i>(Students choose the competency depending on the way they teach and the subject area they choose.)</i>
ELEM 3522	CMM Social Studies	Current Events Lesson Presentation <i>(Students choose the competency depending on the way they teach and the subject they choose.)</i>
ELEM 3513	CMM Math	Observation Packet
RDNG 3432	Teaching Reading II	Thematic Unit <i>(This also includes a technology component.)</i>
LIBED 3423	Media and Technology	Lesson Plan addressing PASS outcomes using technology
SCI 3214	Physical Sci. for Edu. Majors	Mini Lesson

Competency 5 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

LIT 4463	Children’s Literature	Reading Response Journal, Poetry Journal, Book Talks, Literature Response <i>(The teacher candidate uses best practices related to student motivation and behavior to create learning environments that encourage positive social interactions, self-motivation, and active engagement in learning.)</i>
RDNG 3423	Teaching Reading I	Bulletin Board
ELEM 4222	Phonics and Penmanship	Phonic/Penmanship Lesson/Presentation <i>(Students choose the competency depending on the way they teach and the subject area they choose.)</i>
ELEM 3522	CMM Social Studies	Current Events Lesson/Presentation <i>(Students choose the competency depending on the way they teach and the subject area they choose.)</i>

EDUC 4041	Classroom Management	Classroom Management Plan Classroom Discipline Plan <i>(The teacher uses best practices related to student motivation and behavior to create learning environments that encourage positive social interaction and self-motivation.)</i>
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Competency 6 The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

LIT 4463	Children’s Literature	Author Study <i>(The teacher candidate uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.)</i>
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ELEM 3522	CMM Social Studies	Current Events Lesson/Presentation <i>(Students choose the competency depending on the way they teach and the subject area they choose.)</i>
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RDNG 3432	Teaching Reading II	Thematic Unit
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EDUC 4041	Classroom Management	Classroom Management Plan Classroom Discipline Plan <i>(The teacher uses best practices related to student motivation and behavior to create learning environments that encourage positive social interaction and self motivation.)</i>
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Competency 7 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

ELEM 4222	Phonics and Penmanship	Phonics/Penmanship Lesson/Presentation <i>(Students choose the competency depending on the way they teach and the subject area they choose.)</i>
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ELEM 3522	CMM Social Studies	Current Event Lesson/Presentation <i>(Students choose the competency depending on the way they teach and the subject area they choose.)</i>
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ELEM 3453	Lang. Arts. in Elem. School	Lesson Plan <i>(Unit lesson plan on grammar and creative writing.)</i>
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SCI Teaching Sci. in the Elem. Science Lesson Plan
4352 School

Competency 8 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

ELEM Elem. Tests and Meas. Unit Plan
4613 Lesson Plan
(Addresses a variety of assessment strategies when the lesson is taught and demonstrates how the teacher evaluates and modifies during instruction.)

ELEM Elem. Tests and Meas. Teacher Candidate-made exam
4613 Teacher Candidate-made performance assessment and scoring rubric

RDNG Diag. Prac. in Tch. Reading Assessment Project
4443

SCI Geological Sci. Elem. Tchrs. Geology Field Trip
3314 Field Trip Reflection
Adoptive Lesson Plan
(The lesson plan must include permission notification, safety goals, locations, etc.)

SCI Teaching Sci. in the Elem. Science Lesson Plan
4352 School

Competency 9 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

SCI Teaching Sci. in the Elem. Science Lesson Plan
4352 School

Competency 10 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

SPCED Exceptional Child Volunteer Service/Reflective Commentary
(Volunteer project selection will determine whether or not the students demonstrate ability to foster positive interaction with parents/families to actively engage them in support of students' learning and well being. The teacher fosters positive interaction with school colleagues in support of students' learning and well

being.
The teacher fosters positive interaction with organizations in the community to actively engage them in support of students' learning and well being.)

ELEM CMM Social Studies
3522 Current Events Lesson/Presentation
(Students choose the competency depending on the way they teach and the subject they choose.)

Competency 11 The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

ELEM CMM Social Studies
3522 Current Events Lesson/Presentation
(Students choose the competency depending on the way they teach and the subject area they choose.)

Competency 12 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

RDNG Teaching Reading I
3423 Research articles
Internet sites

ELEM Phonics and Penmanship
4222 Phonic/Penmanship Lesson/Presentation
(Students choose the competency depending on the way they teach and the subject area they choose.)

Competency 13 The teacher understands the legal aspects of teaching including the rights of students and parents/families as well as the legal rights and responsibilities of the teacher.

LIBED Media and Technology
3423 Copyright Presentation
(Students prepare a presentation on either Copyright, Fair Use, Teach Act, or Plagiarism. This presentation includes a rubric, evaluation data, and reflection.)

EDU Critical Issues in Edu
4021 Law presentation *(Students prepare a reflection over what was learned from the presentation.)*

Competency 14 The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

ELEM Princ. of Teaching Elem. Sch.
4833 Interdisciplinary unit lesson plan
(Demonstrates understanding of the Oklahoma Core Curriculum and can develop instructional strategies

based on P.A.S.S)

ELEM 4222	Phonics and Penmanship	Phonics/Penmanship Lesson/Presentation (Students choose the competency depending on the way they teach and the subject area they choose.)
ELEM 3522	CMM Social Studies	Current Events Lesson/Presentation (Students choose the competency depending on the way they teach and the subject area they choose.)
ELEM 3513	CMM Math	Lesson Plan and Presentation
SCI 4352	Teaching Sci. in the Elem. School	Science Lesson Plan

Competency 15 The teacher understands the state teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

ELEM 4833	Princ. of Teaching Elem. Sch.	Interdisciplinary unit lesson plan (The teacher candidate understands the Oklahoma Criteria for Effective Teaching Performance and can incorporate the process when writing instructional strategies.)
ELEM 3513	CMM Math	Lesson Plan and Presentation

Health & Physical Education

Competency	Portfolio Assignment	Course Name and No.
1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) her or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.	Lesson Plan Card File Drill Cards Performance Evaluation Micro-Teaching Lesson Plan Micro-Teaching Practicum Micro-Teaching Lesson Plan Practicum Micro-Teaching Lesson Plan	1932 Tech App Gym. Fit. Aqua 1942 Tech App Ind Sports 1952 Tech App Team Sports 2502 Care/Prev Ath Injury 3133 Teaching Health Pub Sch 3553 M & M Elem HPER 4243 Ther/Pres Phy Edu 4553 Teachers Course in HPE
2. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood elementary, middle level and secondary	Lesson Plan, Skill Tests Presentation Skill Tests, Drill Cards Presentation Skill Tests, Drill Cards Presentation Micro-Teaching, Readings Practicum-YMCA Lab Assignments-Readings Lab Assignments	1932 Tech App Gym Fit Aqua 1942 Tech App Ind Sports 1952 Tech App Team Sports 3133 Teaching Health Pub Sch 3553 M & M Elem HPE 4243 Ther/Pres Phy Ed 4262 Motor Learning
3. The teacher understands how students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.	Mini Presentations Skill Tests Presentations Micro Teaching Micro-Teaching, Observations Mini Lessons, Presentations Journal Reading Professional Readings	1932 Tech App Gym Fit Aqua 3133 Teaching Health Pub Sch 3553 M & M Elem HPE 4243 Ther/Pres Phy Ed 4262 Motor Learning 4553 Teachers Course HPE
4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills and effective use of technology.	Peer Teaching Skill Tests Drill Cards Lesson Plans and Self Assessment Micro-Teaching, Lesson Plans Computer Instruction Readings, Micro Teaching	1932 Tech App Gym Fit Aqua 1942 Tech App Ind Sports 1952 Tech App Team Sports 3133 Teaching Health in Pub Sch 3553 M & M Elem HPE 4553 Teachers Course in HPE
5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.	Lesson Plan and Peer Teaching Practicum-Micro Teaching Micro-Teaching	3133 Teaching Health in Pub Sch 4243 Ther/Pres Phy Ed 4553 Teachers Course in HPE
6. The teacher develops a knowledge of and uses communications techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Micro-Teaching	3133 Teaching Health in Pub Sch

Health & Physical Education

Competency	Portfolio Assignment	Course Name and No.
7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community and adapts instruction based upon assessment and reflection.	Lesson Plans Lesson Plans-Peer Teaching Lab Exercise Lesson Plans-Micro Teaching	1932 Tech App Gym Fit Aqua 3553 M & M Elem HPE 4262 Motor Learning 4553 Teachers Course in HPE
8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.	Skill Test-Assessments Professional Journal Readings	1932 Tech App Gym Fit Aqua 4553 Teachers Course in HPE
9. The teacher evaluates the effects of his/her choices and actions on others and modifies those actions when needed, and actively seeks opportunities for continued professional growth.	Certifications Professional Membership (OAHPERD-SOEA-others)	2212 First Aid 2222 Foundation of HPE 4553 Teachers Course in HPE
10. The teacher fosters positive interaction with school colleagues, parent/families, and organizations in the community to actively engage them in support of students' learning and well-being.	Practicum-Super Kids Day Practicum-Special Olympics	3553 M & M Elem HPE 4243 Ther/Pres Phy Ed
11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.	Resume'-Letter of application Attend Professional Conf/Mtg Prof Organization Membership Attend conferences (same as above) Site Visitations Resume	2222 Foundations of HPE 4553 Teachers Course HPE
12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable and the need for a willingness to change when change leads to greater student learning and development.	Micro-Teaching, Lesson Plans Assessment Measures	3553 M & M Elm HPE 4553 Teachers Course HPE
13. The teacher understands the legal aspects of teaching including the rights of students, parents/families, as well as the legal rights, responsibilities of the teacher.	Notebooks Laboratory Assignments Readings-Adaptation Game or Sport Lesson Plan-Micro Teaching	1952 Tech App Team Sports 2502 Care/Prev Ath Inj 4243 Ther/Pres HPE
14. The teacher understands and is able to develop instructional strategies/plans based on the OK core curriculum.	Lesson Plan-Micro Teaching Utilize PASS in establishing objectives for inclusion in plans.	1932 Tech App Gym Fit Aqua 3553 M & M Elem HPE 4553 Teachers Course in HPE

Health & Physical Education

Competency	Portfolio Assignment	Course Name and No.
15. The teacher understands the State Teacher Evaluation Process. "Oklahoma Criteria for Effective Teaching Performance" and how to incorporate these criteria in designing instructional strategies.		
16. Candidates begin portfolio development early in their program.		
17. Candidate relates principle and theories to actual practice.		
18. Candidate observes and practices in a variety of school settings.	Visitations-Observations Practicums-Participation in scheduling school events	2222 Foundations HPE 3553 M & M Elm HPE 4553 Teachers Course in HPE 4243 Ther/Pres HPE
19. Candidate interacts with a variety of teaching styles in the program and in school settings.		

Math

Competency 1 The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

MATH Teaching secondary math Lesson plans
4933

Competency 2 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

Competency 3 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

MATH Teaching secondary math Lesson plans
4933 Enrichment activities and bulletin boards

Competency 4 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.

MATH Teaching secondary math Lesson plans
4933

Competency 5 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

MATH Teaching secondary math Enrichment activities and bulletin boards
4933 Classroom management plan

Competency 6 The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

MATH Teaching secondary math Lesson plans
4933

Competency 7 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

MATH Teaching secondary math Lesson plans
4933

Competency 8 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

MATH Teaching secondary math Lesson plans
4933 Tutoring forms with summary

Competency 9 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

Competency 10 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students’ learning and well-being.

Competency 11 The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

Competency 12 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

Competency 13 The teacher understands the legal aspects of teaching including the rights of students and parents/families as well as the legal rights and responsibilities of the teacher.

Competency 14 The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

MATH Teaching secondary math Lesson plans
4933

Competency 15 The teacher understands the state teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

MATH Teaching secondary math Lesson plans
4933

Language and Literature

Competency 1 The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

ENG 4675	Teaching of high school English	Lesson Plans Teaching demonstrations Unit plans Evidence of teaching demonstrations with written feedback from professors and class members Portfolio substantiation record Field trip reflections Guest speaker presentations
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Competency 2 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

ENG 4675	Teaching of high school English	Lesson plan incorporating learning styles and addressing developmental needs True colors workshop w/reflection
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Competency 3 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

ENG 4675	Teaching of high school English	Lesson plan containing modifications for students with special needs Portfolio substantiation record of special needs activities
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Competency 4 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.

ENG 4675	Teaching of high school English	Lesson plans incorporating use of non-print media and technology
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Competency 5 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

ENG 4675	Teaching of high school English	Position paper on discipline and management Classroom management problem-shooting exercise Portfolio substantiation record of lectures on hands-on management experience
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Competency 6 The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

ENG 4675	Teaching of high school English	Lesson plans and teaching demonstrations adapted to different learning styles Evidence of communication with parents and community Evidence of effective use of internet and other technology
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Competency 7 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

ENG 4675	Teaching of high school English	Lesson plans identifying PASS skills Bibliography of current research and teaching theory
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Competency 8 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

ENG 4675	Teaching of high school English	Position paper on grading and assessment Test sample Feedback from professors and students about teaching presentations
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Competency 9 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

ENG 4675	Teaching of high school English	Evidence of membership in a professional organization Portfolio substantiation record of educational conference or workshop
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Competency 10 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

ENG 4675	Teaching of high school English	Portfolio substantiation record of attendance at the OK Council of Teachers of English Evidence of attendance at a professional meeting
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Competency 11 The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

ENG 4675	Teaching of high school English	Lesson plan Teaching demonstrations on how English influences success in the “real world”
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Competency 12 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

ENG 4675	Teaching of high school English	Lesson plan of a game with a sound educational basis Teaching demonstrations Examples of modifications based on feedback
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Competency 13 The teacher understands the legal aspects of teaching including the rights of students and parents/families as well as the legal rights and responsibilities of the teacher.

ENG 4675	Teaching of high school English	Membership in OCTE and/or NCTE Substantiation record of attendance at “Prepared Not Scared Workshop” PSR of attendance at FERPA lecture PSR of attendance at copyright lecture
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Competency 14 The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

ENG 4675	Teaching of high school English	Lesson plans addressing specific PASS objectives
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Competency 15 The teacher understands the state teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

ENG 4675	Teaching of high school English	Rationale statements
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History

Competency 1 The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

SOC SCI Teachers course in the Lesson Plans
4135 social sciences

SOC SCI Historical research and Research, writing, presentation and defense
4093 methods of a research paper before fellow majors and
the history faculty

Competency 2 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

PSY Educational Psychology Written evaluation over three concepts
3453

Competency 3 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

SOC SCI Teachers course in the Post test quizzes
4135 social sciences Post test on ways to improve study skills
Post test on important elements of social studies
Curricula and time management

Competency 4 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.

SOC SCI Teachers course in the Lesson plans
4135 social sciences

Competency 5 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

SOC SCI Teachers course in the Post test on important elements of social studies
4135 social sciences curricula and time management

Competency 6 The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

SOC SCI Teachers course in the Lesson plans
4135 social sciences

Competency 7 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

SOC SCI Teachers course in the Post test on important elements of social studies
4135 social sciences curricula and time management
Lesson Plans
Create a file of political cartoons for use in a social studies class
Map file for the social science classroom
Graded essay on reference
Post test on social studies material
Cartoon file

Competency 8 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

SOC SCI Teachers course in the Lesson plans
4135 social sciences
4136

Competency 9 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

Competency 10 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

SOC SCI Teachers course in the Rubric used to document complaints from parents
4135 social sciences or others regarding materials used in class

Competency 11 The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

Competency 12 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

Competency 13 The teacher understands the legal aspects of teaching including the rights of students and parents/families as well as the legal rights and responsibilities of the teacher.

SOC SCI 4135	Teachers course in the social sciences	Constructive response assignment explaining the pros and cons of the “No Child Left Behind Act” Rubric used to document complaints from parents or others regarding materials used in class
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Competency 14 The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

SOC SCI 4135	Principles of teaching in secondary schools	Lesson plans
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Competency 15 The teacher understands the state teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

Science

Competency 1 The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

SCI Teachers course in science Science lesson plan
4843

Competency 2 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

Competency 3 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

SCI Teachers course in science Science lesson plan
4843

Competency 4 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.

Competency 5 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

Competency 6 The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Competency 7 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

SCI Teachers course in science Science lesson plan
4843

Competency 8 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

SCI Teachers course in science Science lesson plan
4843

Competency 9 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

SCI Teachers course in science Science lesson plan
4843

Competency 10 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

Competency 11 The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

Competency 12 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

Competency 13 The teacher understands the legal aspects of teaching including the rights of students and parents/families as well as the legal rights and responsibilities of the teacher.

Competency 14 The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

SCI Teachers course in science Science lesson plan
4843

Competency 15 The teacher understands the state teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.

Secondary Education

Competency 1 The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

EDU 4823	Principles of teaching in secondary schools	Lesson Plan
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Competency 2 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

EDU 3453	Educational Psychology	Written evaluation over three concepts
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PSYCH 3213	Developmental Psychology	Test Piagetian Conservation tasks
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EDU 4823	Principles of teaching in secondary schools	Lesson Plan
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Competency 3 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

EDU 4823	Principles of teaching in secondary schools	Multiple intelligences lesson plan
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EDU 3423	Media and Technology	Digital divide paper and reflection (<i>Students investigate the digital divide in information technologies and then address how they can help bridge the divide in their classroom.</i>)
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Competency 4 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.

EDU 3423	Media and Technology	Lesson plan addressing PASS outcomes with use of technology Power point assignment
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EDU 4833	Principles of teaching in secondary schools	Unit plan Lesson plans
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Competency 5 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

EDU 4041	Classroom Management	Classroom management plan Classroom discipline plan <i>(The teacher candidate uses best practices related to student motivation and behavior to create learning environments that encourage positive social interactions, self-motivation, and active engagement in learning.)</i>
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EDU 4823	Principles of teaching in secondary schools	Lesson plans
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Competency 6 The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

EDU 4041	Classroom Management	Classroom management plan Classroom discipline plan <i>(The teacher uses best practices related to student motivation and behavior to create learning environments that encourage positive social interaction and self-motivation.)</i>
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EDU 4823	Principles of teaching in secondary schools	Lesson plans
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Competency 7 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

EDU 4823	Principles of teaching in secondary schools	Unit plan Year plan
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Competency 8 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

EDU 4813	Educational tests and measurements	Student constructed achievement test Student constructed performance assessment
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Competency 9 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

EDU 4823	Principles of teaching in secondary schools	Reflection on lesson taught Peer evaluation of the lesson
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EDU 4813	Secondary tests and measurements	Peer evaluation of a constructed test
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Competency 10 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

Competency 11 The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

Competency 12 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

EDU 4823	Principles of teaching in secondary schools	Reflection on the lesson (plan) taught
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Competency 13 The teacher understands the legal aspects of teaching including the rights of students and parents/families as well as the legal rights and responsibilities of the teacher.

EDU 3423	Media and Technology	Copyright Presentation <i>(Includes a presentation on either Copyright, Fair Use, Teach Act, or Plagiarism. This presentation includes a rubric, evaluation data, and reflection.)</i>
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EDU 2113	Foundations of Education	Article presented to class about legal issues related to education
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EDU 4021	Critical Issues in Education	Law presentation on Student Teacher Return Day
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Competency 14 The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

Special Education

Competency 1 The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

SPCED Det & Cor Spec Problems Research Paper
4223
(Research Paper demonstrates pre-service teacher understands central concepts, methods of inquiry and subject matter for students with various emotional/behavioral disorders, and can create learning experiences that are meaningful for the students.)

SPCED Inst Con/Pract Students M/M Case Studies/Reflective Commentary
4623

SPCED Inst Con/Pract Students S/P Presentation
4613
(Understands the central concepts, methods of inquiry and subject matter and creates learning experience based on central concepts.)

SPCED Practicum Sev/Prof Case Study
4811

Competency 2 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

SPCED Inst Con/Pract Students M/M Lesson Plan/Presentation of Lesson
4623

SPCED Practicum Mild/Moderate Practicum Field Experience Log/
4821 Reflective Commentary

SPCED Practicum Severe/Prof Case Study
4811

EDPSY Educational Psychology Written Evaluations over three concepts
3453 or 3653

PSYCH Developmental Psychology
3213

Competency 3 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

SPCED Det & Corr Spec Problems 4223	Field Experience Journal/Reflective Commentary <i>(Pre-service teachers work with students with a variety of learning differences and make necessary adjustments to the curriculum to meet the needs of their students.)</i>
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SPCED Plan & Man Teach Env 4863	Curriculum/Format Modified Test
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SPCED Practicum Mild/Mod 4821	Classroom Modifications
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SPCED Intro to Special Ed 3213	Research Paper
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SPCED Inst Con/Pract Students S/P 4613	Career or life skills lesson <i>(Understands how students differ in their approaches to learning and creates instructional opportunities that are adaptable to diverse learners.)</i>
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SPCED Practicum Sever/Profound 4811	Case Study
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Competency 4 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.

SPCED Inst Con/Pract Students S/P 4613	Presentation
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SPCED Practicum Sever/Profound 4811	Case Study
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Competency 5 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

SPCED Det & Corr Spec Problems 4223	Case Studies/Reflective Commentary <i>(Using case studies of students with a variety of behavior/emotional disorders, pre-service teachers use knowledge of methods to motivate students and adjust behaviors to ensure the students have a school environment that fosters positive social interaction, self-motivation, and involvement in active learning.)</i>
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SPCED Inst Con/Pract Students S/P
4613 Modified Classroom Design

SPCED Practicum Sever/Profound
4811 Case Study

Competency 6 The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

SPCED Intro to Special Ed
3213 Parent Interview

SPCED Practicum Severe/Profound
4811 Case Study

Competency 7 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

SPCED Plan & Man Teach Env
4863 Transitional Unit/Curriculum Format Modified Test

SPCED Practicum Severe/Profound
4811 Case Study

Competency 8 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

SPCED Det & Cor Spec Problems
4223 Case Studies/Reflective Commentary
Field Experience/Reflective Commentary
Research Presentation
(Pre-service teacher continually assesses the students and modifies the curriculum to ensure continuous intellectual, social and physical development of the learner.)

SPCED Practicum Mild/Moderate
4821 Practicum Field Experience/Reflective Commentary

RDNG Diagnostic Practices
4443 Assessment Project (IRI)

SPCED Exceptional Children
3132 Modified Test
(Understands and uses a variety of assessment strategies. Evaluates and modifies the teaching/learning process to ensure the continuous intellectual, social, and physical development of the learner.)

SPCED Practicum Sever/Profound Case Study

Competency 9 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

SPCED Intro to Special Ed Community Service Project
3213

SPCED Inst Con/Pract Students S/P Community Service Project
4613

SPCED Practicum Severe/Profound Case Study
4811

Competency 10 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

SPCED Exceptional Children Community Service Project
3132

SPCED Intro to Special Ed Community Service Project
3213

SPCED Inst Con/Pract Students S/P Community Service Project
4613

SPCED Practicum Sever/Profound Case Study

Competency 11 The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

SPCED Plan & Man Teach Env Transitional Unit
4863

SPCED Inst Con/Pract Students S/P Career or Life Skills Lesson
4613
(Assists students with career awareness. Includes career concepts in the academics curriculum.)

SPCED Practicum Severe/Profound Case Study
4811

Competency 12 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

Competency 13 The teacher understands the legal aspects of teaching including the rights of students and parents/families as well as the legal rights and responsibilities of the teacher.

SPCED Legal/Ethical Practice Sp Ed 4362 Cooperative Group Questions/Reflective Commentary
Legal Presentation

SPCED Plan & Man Teach Env 4863 Case Study and Special Education Paperwork

SPCED Practicum Severe/Profound 4811 Case Study

Competency 14 The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

SPCED Inst Con/Pract Students M/M 4623 Lesson Plan/Presentation of a Lesson

SPCED Plan & Man Teach Env 4863 Transitional Unit
Case Studies Goals

SPCED Inst Con/Pract Students S/P 4613 Career or Life Skills Lesson
*(Understands the Oklahoma Academic core curriculum.
Can develop instructional strategies/plans based on
PASS.)*

SPCED Practicum Severe/Profound 4811 Case Study

Competency 15 The teacher understands the state teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

SPCED Inst Con/Pract Students M/M 4623 Lesson Plan/Presentation of Lesson

SPCED Plan & Man Teach Env 4863 Transitional Unit

SPCED Practicum Severe/Profound 4811 Case Study

EDU 4823	Principles of teaching in secondary schools	Lesson plan Year plan Unit plan
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Competency 15 The teacher understands the state teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

EDU 4823	Principles of teaching in secondary schools	Lesson Plan Unit plan
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Scholarship Opportunities for Teacher Candidates

The following list contains scholarship information for teacher education candidates. It is a partial listing only and not meant to be exhaustive. For further information on grants, scholarships, and student loans, contact: SWOSU Student Financial Services, Mr. Jerome Wichert, Director. Student Financial Services is located in the Gen. Thomas P. Stafford Center, Room 224. Phone: (580) 774-3786 E-mail: sfs@swosu.edu.

Oklahoma State Regents for Higher Education

Future Teachers Scholarship - scholarships to outstanding Oklahoma students who want to teach in critical teacher shortage areas. Currently, the identified shortage areas are in Science, Early Childhood Education, English, Music, and Foreign Language (Spanish). For additional information, contact the Oklahoma State Regents for Higher Education at 405.225.9239 or 800.858.1840 or email at: studentinfo@osrhe.edu. Access the OSRHE's website at: <http://www.okhighered.org/index.shtml>

Teacher Shortage Employment Incentive Program (TSEIP) – a legislative program administered by the Oklahoma State Regents for Higher Education. The program reimburses eligible student loan expenses or pays an equivalent cash benefit to individuals who graduate from an Oklahoma accredited teacher education program, receive teaching certification in math or science, and agree to teach in an Oklahoma public secondary school for at least five years. For more information, contact Saeed Sarani at ssarani@osrhe.edu or at 405.225.9192 or 800.858.1840. Access the OSRHE's website at: <http://www.okhighered.org/index.shtml>

Student Aid on the Web

Stafford Loan Forgiveness Program for Teachers - The Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, individuals who teach full time for five consecutive, complete academic years in certain elementary and secondary schools that serve low-income families and meet other qualifications may be eligible for forgiveness of up to a combined total of \$17,500 in principal and interest on their FFEL and/or Direct Loan program loans. For complete information and eligibility requirements, access:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelstaff.jsp>

Armed Forces Communication and Electronics Association

Science, Technology, Engineering, and Math (STEM) Scholarships – Available to students pursuing an undergraduate or graduate degree for the purpose of teaching science, technology, engineering or mathematics (STEM subjects) at a U.S. middle or secondary school. For additional information, access: <http://scholarships.afcea.org>.

The DaVinci Institute

DaVinci/Martin Scholars Program – Designed to honor pre-service teachers whose academic accomplishments and service to the university are deemed most notable. Nominees will demonstrate the ability to integrate content into relevant application through a service learning proposal. Recipients will be honored at the annual DaVinci banquet in Oklahoma City and will receive an award check in September of their first year of teaching in an Oklahoma public school. For more information, access: http://davinciok.org/About_Us.php

Southwestern Oklahoma State University

The SWOSU Department of Education in connection with the SWOSU Foundation Office offer an array of scholarships to qualified teacher candidates. The primary mission of the Foundation is to fund scholarships to students attending Southwestern Oklahoma State University and provide resources to supplement University resources that are required to sustain operations. The efforts of the Foundation to generate funds shall be in alignment with the academic needs and priorities of the University. The Foundation shall insure integrity to meet donor expectations. A scholarship application is attached. Please note the deadline date.

Updated June 2010

Department of Education Scholarship Application

Name _____
Last Name First Name MI

Local Address _____

Permanent Address _____

Local Phone # _____ City State Zip Code
High School where you graduated. _____

SWOSU ID # _____ Email _____ Major _____

Current Retention G.P.A. _____ Hours you will have after completing spring semester. _____

Classification for the upcoming academic year _____

Semester you intend to student teach/graduate (if not the same, please note) _____

Have you been admitted to the Department of Education? _____

List involvement in SWOSU activities and organizations.

Discuss unusual financial circumstances (if any) that might affect your chances of funding a college education.

Names and phone numbers of two campus references.

- 1.
- 2.

Do you intend to obtain an advanced degree after graduation? (circle one) Yes No

I understand that by applying for a scholarship, I am granting permission for the committee to examine my transcript. _____

Signature

Completed application must be returned to EDU 102 by March 1.

Candidate's Name: _____

Major: _____

FIELD EXPERIENCE DOCUMENTATION FORM

Please list **all** school districts in which you have completed a field experience within the last five years. Begin with your earliest field experience, e.g., the 30 hour observation requirement in "2113-Foundations of Education." These activities include observations, practicum, teaching assignments (substituting may be included), volunteer assignments, tutoring, visitations, and student teaching. Document the teaching style of the teacher observed.

SCHOOL DISTRICT	TYPE OF EXPERIENCE	GRADE LEVEL OR SUBJECT	NO. OF HOURS	DATE OF EXPERIENCE (SEM./YEAR)	COOPERATING TEACHER'S NAME	TEACHING STYLE

CUMULATIVE NUMBER OF FIELD EXPERIENCE HOURS TO DATE: _____

Codes for Completing Logs and Documentation Forms*

<u>Codes for Diversity</u>
1-Learner
2-Age
3-Ethnicity
4-Cultural
5-Gender
6-Socio-economic
7-Intellectual
8-Physical
9-Language

<u>Codes for Teaching Settings</u>	
1-Integrated curriculum	10-Gifted/Talented program
2-Self-contained classroom	11-Special Education program
3-Single subject	12-Multi-age groups
4-Multiple subjects	13-Itinerant
5-Alternative school	14-ESL
6-Block schedule	15-Laboratory
7-Inclusion	16-Choir
8-Open School	17-Band
9-Teaming	18-Recreation facility

<u>Codes for Teaching Styles</u>		
1-Guided discussion	8-Encourages reflection	15-Direct instruction
2-Exhibits intellectual vitality	9-Encourages critical thinking	16-Inquiry-based instruction
3-Teaching reflects conceptual framework	10-Encourages problem solving	17-Computer-based learning
4-Incorporates multiple assessments	11-Exhibits a professional disposition	18-Cooperative groups
5-Integrates diversity	12-Uses a variety of instructional strategies	19-Learning centers
6-Integrates technology	13-Assess their own effectiveness	20-Tutoring
7-Values students	14-Individualized instruction	21-Field experiences

<u>* Color Codes for Documentation Forms and Logs</u>
Highlight information on the forms and logs, as completed, in each level.
Level I Blue
Level II Green
Level III Yellow
Level IV (don't highlight)

OKLAHOMA MINIMUM CRITERIA FOR EFFECTIVE TEACHING PERFORMANCE

According to the Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools (Oklahoma State Department of Education, 1992, Appendix K, pp. 172-173)

1. PRACTICE

A. Teacher Management Indicators

1. Preparation: the teacher plans for delivery of the lesson relative to short-term and long term objectives.
2. Routine: the teacher uses minimum class time for non-instructional routines thus maximizing time on task.
3. Discipline: the teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior.)
4. Learning Environment: the teacher establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.

B. Teacher Instructional Indicators

1. Establishes Objectives: the teacher communicates the instructional objectives to students.
2. Stresses Sequence: the teacher shows how the present topic is related to those topics that have been taught or that will be taught.
3. Relates Objectives: the teacher relates subject topics to existing student experiences.
4. Involves All Learners: the teacher uses signaled responses, questioning techniques, and/or guided practices to involve all students.
5. Explains Content: the teacher teaches the objectives through a variety of methods.
6. Explains Directions: the teacher gives directions that are clearly stated and related to the learning objectives.
7. Models: the teacher demonstrates the desired skills.
8. Monitors: the teacher checks to determine if students are progressing toward stated objectives.
9. Adjusts Based on Monitoring: the teacher changes instruction based on the results of monitoring.
10. Guides Practice: the teacher requires all student s to practice newly learned skills while under the direct supervision of the teacher.
11. Provides for Independent Practice: the teacher requires students to practice newly learned skills while under the direct supervision of the teacher.
12. Establishes Closure: the teacher summarizes and fits into context what has been taught.

II. PRODUCTS

A. Teacher Product Indicators

1. Lesson Plans: the teacher writes daily lesson plans designed to achieve the identified objectives.
2. Student Files: the teacher maintains a written record of student progress.
3. Grading Patterns: the teacher utilizes grading patterns that are fairly administered and based on identified criteria.

B. Student Achievement Indicators

Students demonstrate mastery of the stated objectives through projects, daily assignments, performance and test scores.

Name: _____ Semester: _____

Foundations of Education

Statement of Educational Philosophy

Criterion	16-20 points	11-15 points	6-10 points	0-5 points	Peer Evaluation	Instructor Evaluation
Purpose of Education (Paragraph #1)	The thesis statement names the topic of the paragraph and outlines the main points to be discussed. Thesis is supported by more than two examples.	The thesis statement names the topic of the paragraph. Thesis is supported by at least two examples.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic. Thesis is supported by at least one example.	The thesis statement does not name the topic and does not preview what will be discussed. Thesis is not supported by examples.		
Role of the Teacher (Paragraph #2)	The thesis statement names the topic of the paragraph and outlines the main points to be discussed. Thesis is supported by more than two examples.	The thesis statement names the topic of the paragraph. Thesis is supported by at least two examples.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic. Thesis is supported by at least one example.	The thesis statement does not name the topic and does not preview what will be discussed. Thesis is not supported by examples.		
Role of the Student (Paragraph #3)	The thesis statement names the topic of the paragraph and outlines the main points to be discussed. Thesis is supported by more than two examples.	The thesis statement names the topic of the paragraph. Thesis is supported by at least two examples.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic. Thesis is supported by at least one example.	The thesis statement does not name the topic and does not preview what will be discussed. Thesis is not supported by examples.		
Philosophy Relationship to Conceptual Framework (EBTE) (Paragraph #4)	Author explains the importance of relating his/her personal philosophy to the performance standards and alignment of EBTE. Author elaborates on techniques used to integrate cohesiveness among the components.	Author explains the importance of relating his/her personal philosophy to EBTE standards, however, does not give specific details on integrating the philosophy with EBTE components.	Author mentions the importance of relating his/her personal philosophy to EBTE standards, however, does not give specific details on integrating the philosophy with EBTE components.	Author does not discuss the relationship of his/her personal philosophy to EBTE standards, and does not give examples on how to integrate the EBTE components into his/her philosophy.		
Mechanics & Spelling	Author makes no errors in mechanics or spelling that distracts the reader from the content.	Author makes 1-2 errors in mechanics or spelling that distract the reader from the content.	Author makes 3-4 errors in mechanics or spelling that distract the reader from the content.	Author makes more than 4 errors in mechanics or spelling that distracts the reader from the content.		
Total Points & Comments					Signature & Date	Signature & Date