



TEACHER EDUCATION HANDBOOK

School of Education

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Accredited by the National Council for Accreditation of Teacher Education (NCATE)

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Background checks are a necessary component for Oklahoma educators, district personnel and school support staff. These background checks are based on fingerprints processed through the Oklahoma State Bureau of Investigation and the Federal Bureau of Investigation. See SDE website for more information.	
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WELCOME and INTRODUCTION

Welcome to Northwestern Oklahoma State University! The NWOSU teacher preparation program is recognized for its preparation of educators who have the knowledge, skills, and dispositions to meet the challenging opportunities that exist in today's classrooms. The Division of Education is comprised of gifted educators who care deeply about young people in P-12 schools and, consequently, strive to prepare teacher candidates who are confident and caring. Through immersive learning activities and school-based experiences, NWOSU teacher education graduates meet the high standards and expectations of today's learners.



Dr. Christee Jenlink
Associate Dean, School of Education

MISSION, GOALS, VALUES

Philosophy of the Program

Northwestern's Education Program seeks to produce teachers who can demonstrate the following standards: (1) provide clear instructional goals, (2) understand content and strategies for teaching it, (3) clearly communicate instructional expectations to students, (4) expertly use instructional materials which enrich and clarify content, (5) understand students to allow for adapting instruction to their needs, (6) understand and provide regular and appropriate feedback, (7) accept responsibility for student learning, (8) use assessment to guide instruction and (9) thoughtfully and reflectively practice effective teaching skills.

Mission Statement

The program's mission is to empower professional educators to use current state of the art methods to establish themselves as professionals. One of the specific functions assigned to Northwestern Oklahoma State University by the Oklahoma State Regents for Higher Education is "to provide a program of studies for the preparation of teachers at the baccalaureate and master's degree levels" to work in the P-12 schools which the institution serves.

Academic Honesty Statement

Northwestern Oklahoma State University's teacher candidates are expected to uphold standards of intellectual and academic integrity. Academic honesty is fundamental to the academic environment of learning and scholarship. It is essential when evaluating each candidate's level of knowledge and acquisition of skills. Academic dishonesty is represented by (1) plagiarism; (2) misrepresentation of the work of others as one's own; (3) unauthorized signatures; (4) falsification. **A violation of academic honesty will result in zero credit for work submitted and possible dismissal from the Educator Preparation Provider (EPP).**

Accreditation/Licensure Programs

The following education programs at Northwestern Oklahoma State University are accredited by the [National Council for Accreditation of Teacher Education \(NCATE\)](#)/[Council for the Accreditation of Educator Preparation \(CAEP\)](#) and the following Specialized Professional Associations:

Agriculture Education (B.S.Ed.) [Oklahoma Commission of Teacher Preparation \(OCTP\)](#)
Early Childhood Education (B.S.Ed.) [National Association for the Education of Young Children \(NAEYC\)](#)
Elementary Education (B.S.Ed.) [Association for Childhood Education International \(ACEI\)](#)
English Education (B.A.Ed.) [National Council of Teachers of English \(NCTE\)](#)
Health & Sports Science Education (B.S.Ed.) [National Association for Sport and Physical Education \(NASPE\)](#)
Mathematics Education (B.S.Ed.) [National Council of Teachers of Mathematics \(NCTM\)](#)
Music Education (B.M.E.) Office of Educational Quality & Accountability (OEQA)
Natural Science Education (B.S.Ed.) [Natural Science Teachers Association \(NSTA\)](#)
Social Science Education (B.A.Ed.) [National Council for the Social Studies \(NCSS\)](#)
Special Education (B.S.Ed.) [Council for Exceptional Children \(CEC\)](#)
School Counselor (M.Ed.) Office of Educational Quality & Accountability (OEQA)
Educational Leadership (M.Ed.) [Educational Leadership Constituent Council \(ELCC\)](#)
Reading Specialist (M.Ed.) [International Reading Association \(IRA\)](#)
Elementary Education (M.Ed.) [North Central Association Higher Learning Commission \(NCAHLC\)](#)
Secondary Education (M.Ed.) [North Central Association Higher Learning Commission \(NCAHLC\)](#)
Curriculum and Instruction (M.Ed.) [North Central Association Higher Learning Commission \(NCAHLC\)](#)

PART I: TEACHER EDUCATION

Philosophy

The Education Preparation Provider (EPP) of Northwestern Oklahoma State University believes professional development involves understanding the role and the responsibility of a teacher in a particular context. The teacher candidate learns both to reflect and to challenge that role by integrating and synthesizing knowledge and skills from different sources to solve problems and enhance their perspective. NWOSU's experiential education program is based on research, theory, factual information, best practices, and reflection. The teacher candidate exemplifies these characteristics through a well-organized, thorough, creative, and reflective portfolio.

Undergraduate Education Degree Programs

Elementary

Elementary Education (1-8)
Early Childhood Education (Pk-3)

Elementary/Secondary

Vocal Music Education
Instrumental Music Education
Health & Physical Education
Special Education

Secondary Grades (Grades 6-12)

Agriculture Education
English Education
Math Education
Natural Science Education
 Biology
 Chemistry
 Physics
Social Studies Education

Teacher Education Faculty

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Certification and General Education Requirements

PROFESSIONAL EDUCATION

EDUC 2010 Educational Seminar
EDUC 2013 Child/Adolescent Psychology
EDUC 2103 Foundations of Education
EDUC 3113 Students with Exceptionalities
EDUC 3322 Educational Psychology
EDUC 3422 Teaching Reading in the Content Area (secondary)
EDUC 3913 Principles and Methods of Teaching (secondary)
EDUC 4122 Classroom Management & Behavior Intervention I
EDUC 4221 Educational Technology
EDUC 4231 Assessment Design
EDUC 4320 Classroom Organization

PROFESSIONAL SEMESTER

EDUC 4131 Classroom Management & Behavior Intervention II
EDUC 4332 Assessment & Evaluation Applications
EDUC 4821 Multicultural Education
EDUC 4960 Internship III: Clinical Practice Internship

Admission Requirement

The following criteria need to be met prior to acceptance into the NWOSU Teacher Preparation Program.

- ☐ Formal Application for Admission.
- ☐ Passing score on the Oklahoma General Education Test (OGET).
- ☐ Minimum GPA of 2.50 with at least 30 semester hours completed.
- ☐ Complete English Composition I, II or Intermediate Composition with an A or B.
- ☐ Satisfactory rating on teacher education oral interview.
- ☐ Portfolio Benchmark I requirements.
- ☐ Portfolio Benchmark II requirements.

Professional Education Curriculum

What Course	When	Why
2010 Educational Seminar	1st Semester of Sophomore Year. Recommended to take courses concurrently.	Electronic portfolio is created in this course
2013 Child /Adolescent Psychology (Prerequisite-General Psychology)		Prerequisite to 3322 Educational Psychology Required Standard 1 fulfilled for Benchmark 2
2103 Foundations of Education	Immediately after Educational Seminar and/or concurrently with Child/Adolescent Psychology- 2 nd Semester of Sophomore Year-Prior to Admission to TE	PASS OGET before Interview Can interview for admission during this semester, but must complete both Benchmark 1 and Benchmark 2
3113 Students with Exceptionalities	Sophomore/Junior Year	Course is a prerequisite to all other Special Education courses
4320 Classroom Organization -Must be Taken in FALL SEMESTER upon admission to Teacher Education		
3322 Educational Psychology	Semester prior to Student Teaching	Restricted Course Primary content for OPTE test
3422 Teaching Reading Skills in the Content Area	Junior/Senior Year	Restricted Course (Secondary Education Only)
3913 Principles & Methods of Teaching	Junior/Senior Year	Restricted Course (Secondary Education Only)
4122 Classroom Management & Behavior Intervention I	Junior/Senior Year	Restricted Course Prerequisite to 4131 Classroom Management and Behavior Intervention II
4221 Educational Technology	Junior/Senior Year	Restricted Course
4231 Assessment Design	Junior/Senior Year	Restricted Course
4320 Classroom Organization	Upon admission to Teacher Education FALL ONLY	Observation hours are completed in August- During the first days of Public School PASS OSAT prior to Professional Semester.
4131 Classroom Management & Behavior Intervention II 4332 Assessment & Evaluation Applications 4821 Multicultural Education 4960 Internship III: Clinical Practice Internship	Senior Year	Benchmark 3 approved prior to enrolling in Professional Semester All other coursework/requirements MUST be completed prior to enrollment. PASS OPTE for Certification Recommendation

InTASC Standards

InTASC Standard 1

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

InTASC Standard 2

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

InTASC Standard 3

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

InTASC Standard 4

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

InTASC Standard 5

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

InTASC Standard 6

Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard 7

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

InTASC Standard 8

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

InTASC Standard 9

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

InTASC Standard 10

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

Attendance Policy

Attendance in class is a teacher candidate responsibility and a professional disposition. Only absences described as authorized or unavoidable may entitle a teacher candidate to perform makeup work but only at the discretion of the course instructor. **Each faculty member will determine his or her attendance policy based upon a 75 percent to 90 percent requirement. University policy requires 75 percent attendance per class.** Tardiness can also be detrimental to a candidate's grade and subsequent course credit as determined by the instructor.

Appeals Process

Any candidate who fails to achieve the program standards (except overall GPA), and who believes there is extenuating evidence that warrants being given special consideration may appeal in writing to the Director of Teacher Education for a waiver of the standard(s). The appeal will be heard by the Teacher Education Committee (TEC). The TEC meets once a month. Appeal Forms are to be submitted to the School of Education Office in EC 205. The Teacher Education Candidate Appeal form can be found at: <http://www.nwosu.edu/undergraduate-studies>

Field Experiences and Clinical Practice

Field experiences are an integral part of the Teacher Education Program. They enable a teacher candidate to have knowledge of P-12 school processes, teaching practices, classroom management, and student behavior. Interns complete their clinical experiences within a 150 mile radius of the home campus in Alva. To be fully accredited, Northwestern Oklahoma State University ensures all interns complete diverse field experiences within their respective program. A teacher candidate is to research the demographics of each school site within a district **BEFORE** completing field experience hours. **Internship III Clinical Practice placement can only take place at a school where ten (10) hours or less of previous field experience hours have been completed.** For more information contact the advisor or the Director of Student Teaching.

The NWOSU clinical experiences program consists of three major areas: Internship I- Early and Ongoing practice opportunities, Internship II- Preservice Experiences, and Internship III Clinical Practices. The experiences are tied directly to specific course requirements and candidate status within the program. They are designed to provide structured, systematic opportunities for a teacher candidate to develop the proficiencies outlined in the program's values, state standards, and professional standards. Northwestern Oklahoma State University teacher candidates will complete 590 to 695 field experience hours during the program.

A background check is required prior to completing any field experiences. Instructions for completing this process are found on the Division's website under forms titled "Castle Branch Instructions".

An intern may not serve as substitute teachers at any time during the internship. A certified teacher must be assigned to the classroom at all times.

Candidates complete three internships as they progress through the program.

Candidates must:

- complete at least one internship in a highly diverse placement (rating = 3) or,
- complete all three internships in a diverse placement (rating = 2) or,
- complete all three internships in a highly diverse placement (rating = 3) or,
- complete a combination of highly diverse and diverse placements

Candidates may not complete more than one internship in a not diverse placement (rating = 1)

Example(s):

Diversity:

___3___ Internship I
___3___ Internship II
___1___ Internship III (Student Teaching)

Diversity:

___3___ Internship I
___2___ Internship II
___1___ Internship III (Student Teaching)

Diversity:

___3___ Internship I
___2___ Internship II
___2___ Internship III (Student Teaching)

Diversity:

___2___ Internship I
___2___ Internship I
___2___ Internship III (Student Teaching)

The Diversity Rating Chart will be updated every three (3) years.

Candidates will follow the same Diversity Chart for all three internships. A candidate who does not enroll at NWOSU for two consecutive semesters will follow the Diversity Chart in effect upon the time of the most current enrollment.

Early and Ongoing Practice Opportunities

EDUC 2013 Child and Adolescent Psychology: A teacher candidate completes 30 hours of observation in settings outside of school. During the 30 hours of field experiences, a candidate will observe any age school children. Examples of this type of field experience include Scouts, Little League, YMCA, and Bible School, etc.

Internship I: Preservice Experiences Required for *All* Beginning Candidates

EDUC 2103 Foundations of Education: The field experience coordinator will collaborate with local P-12 school administrators to place a teacher candidate in a school for thirty (30) hours of classroom observation. This internship is collaboratively designed to provide a candidate with the opportunity to evaluate one's commitment to teaching by first hand observation of P-12 students in classroom settings. The EPP receives an assessment of the teacher candidate's performance in Internship I.

Internship II: Preservice Experiences (Specific Methods Classes)

Candidates in program specific methods courses are required to complete Internship II. It is recommended the applicable methods course and Internship II are taken the semester before Internship III: Clinical Practice Internship. The methods instructor and the teacher candidate collaborate to determine the school site to complete the internship. The placement must be the diversity guidelines set by the EPP, and the clinical educator must meet EPP guidelines.

EDUC 3913 Principles and Methods in Teaching (Secondary)	30 hours
EDUC 4353 Integrated Literacy (Elementary)	64 hours
EDUC 4480 Practicum (Special Education)	30 hours
EDUC 4582 Early Childhood Apprenticeship (Early Childhood)	30 hours

Internship III: Clinical Practice/Internship

Internship III is completed during the professional semester. It is comprised of twelve (12) weeks (60 days, 480 hours) in a classroom. The Director of Student Teaching (DST) coordinates the placement of the intern within a school district. The intern submits a "first choice" and "second choice" on the Internship III application. The Clinical Educator in the classroom in which the intern is placed must have (1) at least three years of teaching experience, (2) hold the same certification as the degree seeking intern, and (3) be recommended by either the Director of Student Teaching or school administrator.

The Director of Student Teaching assigns university supervisors to observe and evaluate the intern a minimum of four times during the semester: Two (2) visits by a university supervisor

with *P-12 teaching experience and two (2) visits by a university supervisor with content expertise. The clinical educator evaluates each intern a minimum of two times during the semester. The clinical educator assesses with a written evaluation form, a narrative evaluation and a disposition form. Communication among the clinical educator supervisors, intern, and the Director of Student Teaching is maintained throughout the semester.

Internship III is designed to provide opportunities for the intern to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of diverse students. It serves as the culminating experience in the teacher education program at NWOSU and requires the display of knowledge, skills and dispositions established by the EPP, state, and accrediting agencies.

PART II: TEACHER CANDIDATE UNDERGRADUATE PORTFOLIO

Philosophy of Portfolio

NWOSU's teacher preparation program is based on research, theory, factual information, best practices, and reflection. The teacher candidate exemplifies these characteristics through a well-organized, thorough, creative, and reflective portfolio.

Purpose of the Portfolio

The Teacher Candidate Portfolio celebrates the knowledge, skill, experience, and professional dispositions of each teacher candidate in Northwestern Oklahoma State University's professional education program. It is in this portfolio the candidate develops abilities to articulate why various instructional decisions are made in order to prepare and teach lessons in the diverse contexts of classrooms, schools, and communities. The candidate's reflections promote insight that stimulates professional growth.

In the portfolio the teacher candidate has the opportunity to illustrate progress throughout the professional education program and the integration of learning in all courses. The candidate is to consider this portfolio as an evolving *display* of knowledge of the InTASC Standards during Benchmarks 1-3. The final portfolio, Benchmark 4, illustrates the teacher candidate's *application* of the InTASC Standards.

The portfolio is also required for institutional accreditation by the Office of Educational Quality and Accountability (OEQA). Possible changes and updates of requirements may come from the OEQA as a candidate matriculates through the program. It is the candidate's responsibility to keep abreast of additions or changes. The candidate should contact his/her advisor and visit the NWOSU website at: <http://www.nwosu.edu/education> for information.

Policy and Benchmarks

The portfolio reflects the candidate's growth as a professional. Designated Teacher Education Faculty approval is necessary at each benchmark before a candidate can advance to another Benchmark. After a benchmark is verified by Teacher Education Faculty signatures, on the appropriate Benchmark Report, it will be added to the candidate's official Teacher Education file.

PORTFOLIO REQUIREMENT SUMMARY

The teacher candidate will complete each standard in the digital portfolio template by attaching or linking artifacts. When completing Benchmarks 1, 2 and 3 the artifacts will demonstrate *knowledge* of the standards (Standards 1-8). When completing Benchmark 4 a new artifact will be added to all standards showing *application and/or implementation* of the standard. (ONLY Standards 9 and 10 will have one submission.) Standards with a score of one (1) must be revised and resubmitted for approval **prior to the Benchmark being approved.** (See Appendix B InTASC Standards-Course- Artifact Matrix)

Benchmark 1:	<u>InTASC Standard 2</u> ✓ <u>Standard 2:</u> 2103 Foundations of Education <u>Artifact:</u> Autoethnography and Field Experience Journal Field Experiences chart (one entry for each course containing Field Experience) 1st Disposition Assessment (self-evaluation) Current Transcript Approval needed <u>prior to the application</u> to the Teacher Education Program Critiqued and scored by a Teacher Education Faculty (TEF) member
Benchmark 2:	<u>InTASC Standard 1</u> ✓ <u>Standard 1:</u> 2013 Child/Adolescent Psychology <u>Artifact:</u> Learner Development Reflection Journal Field Experiences chart (one entry for each course containing Field Experience) 2nd Disposition Assessment (completed by any faculty member of choice current or previous semester) Current Transcript Benchmark 1 Evaluation Approval needed <u>prior to admission</u> to Teacher Education Critiqued by Admission Interview committee, scored by chair ***NOTE: Failure to submit all requirements for Benchmark 2 on the date designated by the Director of Teacher Education may result in cancellation of your interview.
Benchmark 3:	<u>InTASC Standards 3, 4, 5, 6, 7, & 8</u> ✓ <u>Standard 3:</u> 3113 Students with Exceptionalities and 4122 Classroom Management & Behavior Intervention I <u>Artifact:</u> Exceptionalities Journal (3113), Comprehensive Classroom Management Plan (4122) ✓ <u>Standard 4:</u> 3913 Principles and Methods of Teaching (secondary majors) or 4582 EC Apprenticeship (EC majors) or 4353 Integrated Literature (ELEM majors) or 4480 Practicum in Special Education (SPED majors) <u>Artifact:</u> Unit and Pedagogy Article Review ✓ <u>Standard 5:</u> 3913 Principles and Methods of Teaching (secondary majors) or 4203 Elementary Creative Activities (all other majors) <u>Artifact:</u> Report on Activity, 3322 Educational Psychology <u>Artifact:</u> Content Applications ✓ <u>Standard 6:</u> 4231 Assessment Design <u>Artifact:</u> Assessment Reference File ✓ <u>Standard 7:</u> 3422 Teaching Reading in the Content Area (secondary majors) or 3043 Foundations of Math Methods (K-3) (all other majors) <u>Artifact:</u> Planning for Instruction ✓ <u>Standard 8:</u> Methods Courses, 4221 Educational Technology <u>Artifact:</u> Lesson Plan (taught) with reflection (Methods courses), Technology Presentation (4121) Field Experiences chart (one entry for each course containing Field Experience) 3rd Disposition Assessment—for a total of 3 at this point (completed by any faculty member of choice current or previous semester) Current Transcript Benchmark 1 & 2 Evaluations Approval needed <u>prior</u> to admission to Internship III: Clinical Practice Internship Critiqued and scored by major advisor or a designated TEF member <u>NOTE: Failure to submit all requirements for Benchmark 3 by the designated due date may delay your acceptance into Internship III: Clinical Practice Internship until the following semester.</u> <u>To Student Teach:</u> ➤ <u>Spring Semester,</u> portfolio must be submitted for review to your advisor no later than <u>November 20th</u> ➤ <u>Fall Semester,</u> portfolio must be submitted for review to your advisor no later than <u>April 20th</u>

➤ IF taking **Summer courses** they need to be completed **prior** to Fall Semester Internship III: Clinical Practice Internship, portfolio must be submitted for review to your advisor no later than **July 20th**. After your advisor or a designated TEF member has scored your portfolio, documentation of completion will be submitted to the Teacher Education Office, prior to enrollment in the Internship III: Clinical Practice Internship.

When completing **Benchmark 4** a new artifact will be added to all standards showing *application and/or implementation* of the standard. (**ONLY** Standards 9 and 10 will have one submission.) Standards with a score of one (1) must be revised and resubmitted for approval **prior** to the Benchmark being approved. (See **Appendix B** InTASC standards-Course-Artifact Matrix)

Benchmark 4:

InTASC Standards 1-10

- ✓ **Standard 1:** 4960 Internship III: Clinical Practice Internship; **Artifact:** Lesson Plan with reflection
- ✓ **Standard 2:** 4821 Multicultural Education **Artifact:** Multicultural Education Power Point
- ✓ **Standard 3:** 4131 Classroom Management & Behavior Intervention II **Artifact:** Reflective summary of Comprehensive Classroom Management Plan
- ✓ **Standard 4:** 4960 Internship III: Clinical Practice Internship **Artifact:** Lesson Plan with reflection
- ✓ **Standard 5:** 4960 Internship III: Clinical Practice Internship **Artifact:** Lesson Plan with reflection
- ✓ **Standard 6:** 4332 Assessment and Evaluation Applications **Artifact:** Student Learning Unit
- ✓ **Standard 7:** 4960 Internship III: Clinical Practice Internship **Artifact:** Lesson Plan with reflection
- ✓ **Standard 8:** 4960 Internship III: Clinical Practice Internship **Artifact:** Lesson plan with reflection and *Student Teaching Faculty Evaluation*
- ✓ **Standard 9:** 4131 Classroom Management & Behavior Intervention II, 4320 Classroom Organization **Artifact:** Behavior Modification Plan (4131), Reflective Summary (4320)
- ✓ **Standard 10:** 4960 Internship III: Clinical Practice Internship II, 4320 Classroom Organization **Artifact:** Professional Development Project and Summary of Speakers, Activity Log (4320)

Field Experiences chart (add Internship III)

Current Transcript

Benchmark 1, 2 & 3 Evaluations

Approval needed **prior** to graduation

Critiqued by Exit Interview Committee, scored by chair

*****NOTE: Failure to submit all requirements for Benchmark 4 on the date designated by the Director of Student Teaching may result in cancellation of your interview.**

When evaluating portfolios, faculty will be considering the extent to which each part of the standard is fulfilled.

* *Transfer students will see advisor for assistance with required standards.*

* *Artifacts will be accepted from substituted courses as noted on degree audit.*

Assembly and Requirements

The Teacher Education portfolio is a collection of the candidate's personal work that serves to demonstrate achievement of goals and mastery of standards. It includes artifacts required by the academic major department, the professional education program, as well as artifacts that will reflect commitment to professional growth and development.

Each standard is to be accompanied by a written reflection. This reflection provides evidence of the candidate's ability to reexamine and modify teaching and the effects on student learning with the goal of improving professional practice (Palmer, 2007).

The reflective commentary will address the following for the **1st (first)** submission of InTASC standards (1-8):

- 1st paragraph - Briefly summarize the artifact and how it meets the standard.
- 2nd paragraph - How will understanding this standard improve professional performance?
- 3rd paragraph - How will application of what was learned improve student learning?

The reflective commentary will address the following for the **2nd (second)** submission on each InTASC standard (1-8):

- 1st paragraph - Briefly summarize the newly added artifact.
- 2nd paragraph - How will application of what was learned improve student learning?

The reflective commentary will address the following for the submission of InTASC standards (9-10):

- 1st paragraph - Briefly summarize the artifact and how it meets the standard.
- 2nd paragraph - How will understanding this standard improve professional performance?
- 3rd paragraph - How will application of what was learned improve student learning?

The portfolio is introduced in EDUC 2010 Educational Seminar and EDUC 2103 Foundations of Education. The portfolio provides a record of professional growth and development over time. It is a process for teacher candidate self-evaluation and reflection. At each Benchmark, the portfolio is to be considered a "best work" portfolio, illustrating the candidate's exemplary work. Some standards may require a candidate to have knowledge, skills and experiences acquired later in the program. Therefore, two submissions are required for standards 1-8. (Course syllabi identify standards which are covered in each class as well as Appendices A and B.)

Dispositions & Plan of Improvement Policy

The teacher candidate will submit a completed disposition form at Benchmarks 1, 2 and 3 (Appendix C)

Legal Requirement

Due to confidentiality, written permission must be obtained for student pictures or student work. (Appendix D) After obtaining parental permission, scan this form and attach to the appropriate standard (Revised 01-03).

Benchmark Evaluation

The portfolio will be evaluated at designated points called benchmarks. The candidate will have all components of the portfolio complete, current, submitted at the designated time, and shared with the designated Teacher Education Faculty member(s). Faculty will use the corresponding rubric to indicate completion and level of proficiency (Appendix E).

In order to eliminate bias and ensure fairness, accuracy and consistency of assessment procedures, the Teacher Candidate Portfolio is evaluated using the following procedures: (1) utilizing rubrics, (2) having multiple faculty members review evidence, and (3) using technology to conduct inter-rater reliability studies

Exit Interview

A committee of three Teacher Education Faculty members will conduct an exit interview with each candidate at the end of the Internship III, Clinical Practice semester. The purpose is for the candidate to reflect upon growth during the program and application towards the profession.

The interview will include the following components:

- Looking Back: The candidate will be asked to respond to questions from the committee regarding course work and the Internship III experience.
- Looking Ahead: The candidate will be asked to consider how the teacher education program relates to future practice as an educator and the role of the portfolio process in professional development.

The interview process at admission and exit provide feedback for continuous improvement in the NWOSU Teacher Education Program.

Approval

Upon successful completion of the portfolio process, the Teacher Education Faculty Exit Committee reviews the portfolio to ensure all requirements have been met. If all requirements have not been met, a Portfolio Plan of Improvement will be instituted. Successful completion of portfolio is a program completion and graduate requirement (Appendix F).

PART III: INTERNSHIP III: CLINICAL PRACTICE INTERNSHIP

Procedures for Interns

Placement of Interns

The teacher candidate makes application for Internship III the semester **BEFORE** the planned internship. The candidate has opportunity to make a “first choice” and “second choice” school site placement for the internship. A successful Benchmark 3 review of the portfolio indicates the candidate’s scholarship, performance in the area of specialization, competence in the professional sequence, and personal characteristics demonstrate readiness for Internship III. Partner school districts have an integral role in the placement process for interns. The superintendent or administrative representative may ask each of the building principals to survey staff members regarding their interest in supervising an intern. Each principal has the prerogative of approving or rejecting a teacher’s request to be involved. A teacher must have completed three years of teaching in order to be considered as a clinical educator and be certified in the same area as the intern. After placements are made, the clinical educator is provided with information about the intern who is placed under his/her supervision. The intern is notified by the director of student teaching of the clinical practice assignment.

Time Required For Internship III

The time commitment for Internship III is considerably more than previous internship requirements. It is not unrealistic to expect at least one hour of preparation time per day for each class being taught. An intern is expected to participate in all professional level activities in which the Clinical Educator participates. The EPP recommends interns not hold employment during this time.

Absences

The intern will be in the classroom every day of the twelve weeks. Three professional days are allowed for emergencies. Other absences must be made up at the end of the semester. Absences beyond three days adversely affect the intern’s grade. Each absence and reason for the absence must be reported immediately to the Director of Student Teaching and the clinical educator. If an observation is scheduled the day of the absence, the university supervisor is also to be notified.

Classroom Management

Effective classroom management, including knowledge and application of a discipline plan, is an important part of the clinical practice experience. The intern has a responsibility to

model the clinical educator's classroom management/discipline plan and to use it. While clinical practice/internship is a time to experiment and try various approaches in managing a class, changes are to be considered only if they can be implemented without disrupting the classroom and with the approval of the clinical educator. The clinical educator has the legal responsibility for maintaining a classroom environment conducive to clinical practice/internship. As the intern progresses to the next phase (see phases below), it is important the intern be given the opportunity to use effective management skills without assistance. Some interns need support at the beginning of this phase, but each must be able to manage the class all day during Phase IV. The classroom management system used by the intern must be acceptable to the university supervisor and the clinical educator. The intern will not administer corporal punishment nor serve as an official witness of corporal punishment. Violation of this policy will result in termination of clinical practice/internship.

Parent Contacts

Being able to work effectively with parents is essential if an educator is to succeed. The intern is to take advantage of every opportunity to observe the clinical educator interacting with parents, except in cases where confidentiality is a concern. Contact with parents will **always** be done in the presence of the clinical educator. If a problem arises with a parent, it is to be referred to the clinical educator immediately.

Phases of Clinical Practice/Internship

The clinical practice experience/internship provides an opportunity to be part of an educational team. As a team member, the intern's role, responsibilities, and tasks will vary from time to time as determined by the clinical educator and university supervisor. Intern assignments are highly individualized. Involvement in the classroom activities will depend upon the intern's readiness to perform the tasks assigned. In no case will the intern be asked to step in immediately and assume total responsibility for the class. Due to the individualized nature of the assignment and the readiness factor, no set time period can be attached to the various phases of clinical practice. All interns should move through five phases during their experiences.

Phase I Orientation and Observation

The first week of the internship will be comprised of observation of the classroom environment and related areas, instructional techniques, and interpersonal communication and relationships. When observing, the intern is to take reflective notes for the purpose of asking questions of the clinical educator regarding reasons for his/her interactions and instructional methods. Frequently asking questions of "why" and "how" will provide a knowledge base for the intern's choosing of instructional and management methods.

Phase II Assisting

After a period of observation, the intern will be ready to become involved with the students in order to become better acquainted and to alleviate anxieties. The clinical educator may give suggestions for activities that will help the intern become involved. Examples might include giving one-to-one assistance, distributing materials, checking attendance, or assisting with make-up work.

Phase III Team Teaching / Limited Teaching Experience

To initiate the teaching experience, the intern will begin by sharing with the clinical educator the responsibility of planning and teaching selected lessons in a team teaching situation. This may be done in a number of ways. For example, the intern presents the lesson “warm-up” and motivation while the clinical educator teaches the new skill. Another example is the class is divided into two groups with both the intern and the clinical educator taking a group for instruction. Another example is the instructional time is divided – one does the introduction and presentation of skills, while the other carries out the independent practice and evaluation segments of the lesson. In the limited teaching phase, the intern will be involved in planning, preparing instructional materials, and teaching a complete lesson that has been cooperatively developed. In this phase, the clinical educator provides continuity for the classroom and immediate feedback. Additional responsibilities might include preparing resources or working with individual students or small groups relating to the lesson that was taught. (See Lesson Plan Example and Description, Appendix G & H).

Phase IV Extensive Teaching Experience

After having observed the clinical educator model the preparation, implementation, and evaluation of lesson plans in the subject area(s) within the classroom, the intern will be able to assume the responsibility for planning, teaching, and evaluating a sequence of lessons. These lesson plans will be written and submitted to the clinical educator **prior** to teaching the lesson. If the subject of study is developed around a theme or unit, submission dates will be determined by the clinical educator. This gives the clinical educator adequate time to evaluate and provide constructive feedback to the intern. The intern continues to assume more responsibility for all the classroom activities until the full teaching load has been accrued.

Phase V Culminating Experience

During this phase the clinical educator once again assumes the major responsibility for classes. This phase, which is the last week of the clinical practice experience, provides the

opportunity for the intern to observe the clinical educator making the transition back to full-time clinical educator and observe other classes in the building or in other buildings.

Roles of Individuals Involved In Clinical Practice

Role of the Clinical Educator

The clinical educator is responsible for modeling an effective instructional program for students and guiding the activities of the intern.

The clinical educator is expected to:

1. Ensure adequate continuity, class contact, and supervision of the intern program. The intern is to be part of a teaching team and not be considered as replacement for the regular teacher.
2. Define the intern's responsibilities. To accomplish this, the clinical educator is to:
 - a. Schedule a conference with the intern during the first week of the clinical experience to clarify the internship role.
 - b. Provide an opportunity to observe methods which are appropriate for effective teaching practices.
 - c. Assist the intern with the professional responsibilities for working with students, parents, colleagues, and the community.
 - d. Assist the intern in becoming acquainted with the state regulations and district regulations applicable to students and teachers in the school where he/she is working.
 - e. Clarify the intern's responsibilities with respect to making lesson plans, securing and organizing appropriate materials, and other necessary activities.
 - f. Attend in-service programs planned for teachers and administrators connected to the internship.
3. Ensure the intern's induction to actual teaching at an appropriate rate.
4. Choose a specific time for planning on a daily and weekly basis. In addition, establish a regularly scheduled conference time.
5. Assist the intern in being successful.
6. Evaluate the intern's performance and provides feedback to his/her personal reflections and self-evaluations. The intern receives a written copy of suggestions/criticisms and keeps a personal copy on file.
7. Informs the university supervisor of intern absences.
8. Takes the necessary steps to notify the university supervisor or director of student teaching of problems that arise during the clinical practice experience

9. Plan two formal evaluation observations throughout the semester with the intern using the Intern Evaluation Report and return to NWOSU's director of student teaching upon completion.
10. Complete the Disposition of Teacher Candidates after the twelve-week experience.

Role of the Principal

The school principal has a very important role in facilitating and coordinating interns. Generally, the principal:

1. Provides a positive environment for interns within the building.
2. Orients faculty to their role in the clinical practice/internship.
3. Orients the intern concerning philosophy, policies, and regulations of the cooperating schools.
4. Stays informed about the progress of intern.
5. Observes the intern in some capacity and provides informal feedback.
6. Communicates any comments, questions, or concerns to the NWOSU director of student teaching or the university supervisor.

Role of the Intern

The intern is expected to:

1. Act as a guest in the assigned school and support school policies and personnel. All school rules and regulations are to be followed.
2. Consider clinical practice/internship as a full time job. This includes being responsible for the entire class plus any out-of-class responsibilities assigned to the clinical educator.
3. Attend any conferences with the clinical educator and/or university supervisor.
4. Observe the standards of dress and grooming adopted by the professional staff in the school district and NWOSU. Adherence to professional ethics are to be maintained throughout the clinical practice experience and professional career.
5. Exemplify professionalism in dealing with confidential information. This includes not releasing or disclosing information about students without proper authorization (e.g. not allowing students to grade other student's work, nor students or teacher announcing a grade in front of other students, or clinical educators discussing a classmate to another student's parent).
6. Assume responsibility for the quality of the experience, explore new involvement possibilities, ask for new assignments or responsibilities, and be actively involved in personal teaching analysis and reflection.
7. Take part in out-of-class activities such as PTA or PTO, faculty and professional meetings, routine teaching and non-teaching tasks.
8. Reflect the seriousness of this responsibility by daily attendance and preparation. This includes informing the clinical educator of any unexpected absences. Be sure to exchange phone numbers so that contacts can be made after school hours if necessary. It is the

responsibility of the intern to make up absences at the end of the clinical practice experience.

9. Learn the names of the students in assigned classes as well as the relevant staff members in the school.
10. Observe instructional strategies of the clinical educator and classroom management techniques employed.
11. Communicate with the university supervisor about visitation times, personal progress, and problems if they arise.
12. Discuss lesson plans with the clinical educator at scheduled times before the lesson begins.
13. Be continually involved in the self-evaluation process. This includes examining goals and objectives of each instructional activity, soliciting feedback of personal strengths and suggestions for improvement.
14. Complete the Intern Evaluation Form at the end of the internship experience and turning it in to the director of student teaching
15. Start a planning notebook which includes all lesson plans. (Continuously update)

Role of the University Supervisor

The university supervisor schedules regular meetings with the intern and is to provide written evaluation about the observations. In the conferences the intern and the supervisor discuss planning activities, learning strategies, discipline techniques and concerns, as well as intern's strengths, areas for improvement, or additional questions or ideas to think about.

There will be four visitations from the university supervisor(s) for all interns (P-12, secondary, elementary, early childhood, and special education). There will be a minimum of two (2) visits by a university supervisor with P-12 experience and two (2) visits by a university supervisor with content expertise. Having evaluations by a minimum two (2) different university supervisors will allow for interrater reliability. **The supervising teacher or clinical educator may request an additional visit during Phase IV to accurately evaluate the intern's progress. If needed, the supervisor may also delegate another member of the content area department to observe and complete an evaluation form for substantiated assessment and contribute to certification recommendations.**

The university faculty supervisor is expected to:

1. Consult with the clinical educator regarding the intern under his/her direction early in the semester and if possible after each observation of the intern.
2. Make sufficient visits to ensure adequate supervision and evaluation.
3. Be available to consult with the clinical educator.
4. Provide feedback and constructive critiques about the intern's instruction, organization and management, interactions with others, assessments, and professionalism.

5. Complete intern evaluation report.
6. At any time discuss any problems or challenges with the director of student teaching.

Role of Director of Student Teaching

The director of student teaching is responsible for intern placement and supervision. The director's responsibilities include the following:

1. Collaborate with the administrator to place each intern with a qualified clinical educator.
2. Contact university personnel in other states to arrange courtesy supervision agreements for out-of-area, out-of-state, intern placement.
3. Recruit, assign, supervise, and evaluate university supervisors.
4. Plan and conduct the clinical practice seminars.
5. Follow policies and procedures in the Teacher Education Handbook.
6. Coordinate all training sessions for education and content area supervisors and clinical educators.
7. Manage the clinical practice experience to ensure:
 - a. Timely placement of interns.
 - b. Maintenance of adequate clinical practice/internship.
 - c. Appropriate supervision of interns.
8. Assign final grades based on recommendations from clinical educators and university supervisors, etc.
9. Assess the appropriateness of each intern placement and university/academic supervisor assignment during the student teaching semester and determine if and when a change is necessary.
10. Counsel interns, administrators, teachers, and university faculty to ensure a productive and positive clinical practice experience.

Procedures for Resolving Problems

Initial Stages in Problem-Solving Process

Many problems that may arise between the clinical educator and the intern are resolved through daily conferences. If an intern is not progressing as expected, the university supervisor is to be consulted and plans made to support the intern in an appropriate manner. Through early identification of problems and appropriate intervention, an intern is often able to overcome difficulties and develop the skills needed to succeed. The following process should be followed if the problem cannot be resolved. Either the intern or the clinical educator is to:

1. Develop a plan to resolve the problems.

2. Have a conference with the university supervisor to discuss the issues.
3. Communicate the plan to the principal and to all involved parties.
4. Implement the plan and document progress.

* If other problems arise between visits, the intern and/or clinical educator is to contact the university supervisor immediately or, the director of student teaching.

Procedures for Reassignment

If the problem continues, the principal and the university supervisor confer with input from the clinical educator to determine the next steps. After this meeting, one of the following alternatives will be initiated:

1. The intern is removed from the assignment and reassigned within the school or the school system.
2. The intern is removed from clinical experience/internship in that school system.
3. The university supervisor may reprimand an intern for poor performance or unprofessional behavior. A plan will be developed to improve the behavior of the intern. The plan must be signed and dated by the intern, clinical educator, and the university supervisor. Removal will follow if the intern fails to demonstrate improvement as stipulated in the written plan.

Due Process

If the intern is not satisfied with the decision of the university supervisor and clinical education, it may be appealed to the Teacher Education Committee (TEC). The following procedures ensure an intern's right to due process is protected:

1. The principal may remove an intern when, in the opinion of the administrator and the clinical educator, the intern's performance is unsatisfactory. The administrator will notify the director of student teaching immediately and provide a written summary of those specific circumstances which led to the recommendation.
2. The final decision for removal will be made by the director of student teaching who, in conjunction with the university supervisor, will provide a written report to all parties. The director of student teaching will assign the intern a grade based on reason(s) for removal.

Evaluation of the Intern

The intern's observations are the essential elements in the evaluation process. The purpose of these reports is to provide the intern with feedback about progress during the clinical practice experience. If the university supervisor and the clinical educator identify areas of concern, a plan will be developed and monitored for improvement and re-evaluation.

There will be four visitations from the university supervisor(s) for all interns (P-12, secondary, elementary, early childhood, and special education). A minimum of two (2) visits by a university supervisor with P-12 experience and two (2) visits by a university supervisor with content expertise. Having evaluations by a minimum two (2) different university supervisors will allow for interrater reliability.

P-12 experience is defined as holding certification and having classroom experience in the applicable area.

Insurance

Health and Accident Insurance: Interns must provide their own health and accident insurance. NWOSU encourages all interns to carry personal insurance policies that provide protection in the event of personal injury and damage to or theft of personal possessions. Interns are to ensure personal health insurance is in effect and will cover them.

Liability Insurance: Interns are encouraged to apply for membership to one of the many professional organizations that provide liability insurance for interns. This insurance provides protection for interns as they participate in the P-12 schools during early and ongoing practice opportunities, pre-service field experiences, or clinical experiences. This coverage is meant to include only those situations in which interns are performing duties related to the professional training placement.

P-12 School Regulations

During clinical experiences, interns are expected to act in accordance with all local school regulations governing pupils and professional personnel in the school to which they are assigned. Interns are required to check into and out of P-12 schools during clinical experiences. They must arrange to obtain a visitor's pass or whatever is required at that particular school. As representatives of NWOSU and the School of Education all interns are required to dress professionally and to follow dress codes of the school in which they are placed. At the beginning of the placement, interns should ask their clinical educator(s) or principal for a copy of local rules and regulations. Interns are required to comply with university and school regulations at all times. Failure to follow regulations can result in removal from a clinical experience/internship.

Substitute Teaching

Internship/Student Teaching: Substitute teaching during the clinical practice experience will **not** occur except in unavoidable circumstances. Interns are not, under any circumstances, to request payment for time spent completing the internship or substituting during the school placement. It is inappropriate for interns to be employed and compensated as substitutes while actively involved in a learning experience that is being evaluated as part of a teacher preparation program.

Certification Background Investigations

Background checks are a necessary component for Oklahoma educators, district personnel and school support staff. These background checks are based on fingerprints processed through the Oklahoma State Bureau of Investigation and the Federal Bureau of Investigation. See SDE website for more information. <http://sde.ok.gov/sde/faqs/fingerprintbackground-checks-information>

Application for Certification

Teacher certification in Oklahoma is issued by the Oklahoma State Department of Education (SDE) upon the recommendation of an approved EPP. In order to obtain a certificate in the state of Oklahoma, candidates must complete the online application for initial certification. With the application, payment to the Oklahoma State Department of Education is sent for application processing. Candidates are encouraged to complete fingerprinting and background check during final semester. Certification will not be considered by the Oklahoma State Department of Education until a candidate's program is completed, all certification exams are successfully passed, fingerprinting and the background check is completed. See SDE website for more information. <http://sde.ok.gov/sde/traditional-path-oklahoma-teacher-certification>

Steps to Certification

1. Graduate from accredited EPP.
2. Completion of approved Teacher Education Program
3. Successfully passed OGET, OSAT, and OPTE
4. Set up account with SDE and pay fee.
5. Fingerprinting and Background Check.
6. Cleared Through Oklahoma Tax Commission.

Appendix

A. Standards/ Course Correlation

InTASC Standards	2010 Educational Seminar	2013 Child/Adolescent Psychology	2103 Foundations of Education	3113 Students with Exceptionalities	3322 Educational Psychology	4122 Classroom Management & Behavior Intervention I	4221 Educational Technology	4231 Assessment Design	4320 Classroom Organization	Methods Courses	4131 Classroom Management & Behavior Intervention II	4332 Assessment & Evaluation Applications	4821 Multicultural Education	4960 Internship III: Clinical Practice Experience
1. Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Benchmarks 2 & 4)		X												X
2. Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Benchmarks 1 & 4)			X										X	
3. Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Benchmarks 3 & 4)				X		X					X			
4. Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Benchmarks 3 & 4)										X				X
5. Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Benchmarks 3 & 4)					X					X				X
6. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Benchmarks 3 & 4)								X				X		
7. Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Benchmarks 3 & 4)										X				X
8. Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Benchmarks 3 & 4)							X			X				X
9. Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Benchmark 4)									X		X			
10. Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Benchmark 4)									X		X	X	X	X

B. InTASC Standards-Course Artifact Matrix

InTASC Standards	Artifact	
	Teacher Candidate Understands	Teacher Candidate Applies
1. Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Benchmarks 2 & 4)	Course: 2013 Child/Adolescent Psychology Signature Assessment: Learner Development Reflection Journal	Course: 4960 Internship III: Clinical Practice Experience Signature Assessment: *Lesson Plan with reflection
2. Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Benchmarks 1 & 4)	Course: 2103 Foundations of Education Signature Assessment: a.) Autoethnography b.) Field Experience Journal	Course: 4821 Multicultural Education Signature Assessment: Multicultural Education Power Point
3. Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Benchmarks 3 & 4)	Courses: 3113 Students with Exceptionalities 4122 Classroom Management & Behavior Intervention I Signature Assessment: Exceptionalities Journal (3113), Comprehensive Classroom Management Plan (4122)	Course: 4131 Classroom Management & Behavior Intervention II Signature Assessment: Reflective Summary of Comprehensive Classroom Management Plan
4. Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Benchmarks 3 & 4)	Courses: 3913 Principles & Methods of Teaching (secondary majors) 4582 EC Apprenticeship (EC Majors) 4353 Integrated Literacy (ELEM Majors) 4480 Practicum in Special Education (SPED majors) Signature Assessment: a.) Unit b.) Pedagogy Article Review	Course: 4960 Internship III: Clinical Practice Experience Signature Assessment: *Lesson Plan with reflection
5. Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical	Courses: 3913 Principles & Methods of Teaching (secondary majors)	Course: 4960 Internship III: Clinical Practice Experience

thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Benchmarks 3 & 4)	4203 Elementary Creative Activities (all other majors) 3322 Educational Psychology Signature Assessment: Report on Activity(3913 or 4203) Content Applications (3322)	Signature Assessment: *Lesson Plan with reflection
6. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Benchmarks 3 & 4)	Course: 4231 Assessment Design Signature Assessment: Assessment Reference File	Course: 4332 Assessment & Evaluation Applications Signature Assessment: Student Learning Unit
7. Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Benchmarks 3 & 4)	Courses: 3422 Teaching Reading in the Content Area (secondary majors) 3043 Foundations of Math Methods (K-3) (all other majors) Signature Assessment: Planning for Instruction	Course: 4960 Internship III: Clinical Practice Experience Signature Assessment: *Lesson Plan with reflection
8. Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Benchmarks 3 & 4)	Courses: Method Courses 4221 Educational Technology Signature Assessment: *Lesson Plan (taught) with reflection Technology Presentation (4221)	Course: 4960 Internship III: Clinical Practice Experience Signature Assessment: *Lesson Plan with reflection and <i>Student Teaching Faculty Evaluation</i>
9. Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Benchmark 4)	Courses: 4131 Classroom Management & Behavior Intervention II 4320 Classroom Organization Signature Assessment: Behavior Modification Plan (4131) Reflective Summary (4320)	
10. Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Benchmark 4)	Course: 4960 Internship III: Clinical Practice Experience 4320 Classroom Organization Signature Assessment: Professional Development Project and Summary of Speakers(4960) Activity Log (4320)	

C. Disposition Assessment Instructions

ASSESSMENTS OF DISPOSITIONS OF UNDERGRADUATE TEACHER CANDIDATES AT

NORTHWESTERN OKLAHOMA STATE UNIVERSITY

(Proposal by Disposition Committee of the Teacher Education Committee)

August 3, 2016

All evaluations of the Teacher Education Candidate's Disposition Forms are given equal consideration.

Only Faculty in which the teacher candidate is currently enrolled may complete disposition forms for Benchmarks. If the current faculty members have previously completed a disposition form then the student may go back one (1) semester.

The first Disposition Assessment is a self-evaluation during EDUC 2103 Foundations of Education. The first Disposition Assessment coincides with **Benchmark 1**.

The second Disposition Assessment is completed by a faculty member of the teacher candidate's choice. After completing the disposition assessment, the faculty member will submit electronically. This disposition assessment will be viewed by the Teacher Education Interview Committee. The second Disposition Assessment will be part of **Benchmark 2**.

The third Disposition Assessment is completed by a second faculty member of the teacher candidate's choice (not the same faculty as used in Benchmark 2) and will be submitted electronically for **Benchmark 3**.

The fourth Disposition Assessment occurs during the student teaching semester. It is completed by the cooperating teacher. (Data from the fourth disposition will be used for program improvement purposes only and will be kept confidential and is submitted electronically.) This coincides with **Benchmark 4**.

Additional Disposition Assessments may occur at any time during a teacher candidate's education program. A transfer student who has already completed a comparable introductory education course at another institution will complete a disposition form at the time of submission of Benchmark 1.

Data is collected and recorded for each teacher candidate including the semester and year, and the score for each of the eight dispositions on the Disposition Assessment form.

PLAN OF IMPROVEMENT

Criteria

Step One: If a teacher candidate scores an **Unacceptable (1)** in any element in a category, a consultation with the faculty evaluator will occur. (Form should be printed, signed by both parties and dated and placed in the Teacher Candidate's file in the Education office)

Step Two: If the candidate receives **four Unacceptable (1)** scores in one Disposition Evaluation or all Disposition Evaluations combined, then he/she will write a plan of improvement to be submitted to the Associate Dean of the Education. Consultation(s) will occur to consider the appropriateness for the candidate to remain in the education field or to examine another career choice for the individual. A follow-up Disposition Evaluation will be conducted at the end of the semester. A candidate may be dismissed from the program if his/her dispositions are not compatible with the dispositions required for an effective teacher.

Disposition Evaluation

Candidate Name (First, Last) _____

Student Id # _____

Evaluator Name (First, Last) _____

DATE _____

Evaluators Position: (Check one)

_____ Candidate (Self-Evaluation)

_____ Mentor Teacher

_____ Faculty

Benchmark: (Check one)

_____ Benchmark 1 (self-Evaluation)

_____ Benchmark 2 Current Faculty Member

_____ Benchmark 3 Current Faculty Member different than (2)

_____ Benchmark 4 Student Teaching Mentor Teacher

Program: (Check one)

_____ Agriculture

_____ Early Childhood Education

_____ Elementary

_____ English

_____ Health and Sports Science

_____ Math

_____ Music

_____ Science

_____ Special Education

_____ Social Science

Use the following to evaluate the teacher candidate disposition:

Use Target - 3 for **outstanding dispositions**. You may also use N/O (Not Observed) if the disposition was not observed or there were no opportunities for exhibiting a particular disposition.

If a score is Unacceptable- 1 you must provide a narrative on the (a) perceived barriers to the candidate's professional progress and (b) attributes that may help enhance the candidate's professional progress.

Please mark to the right of the descriptor the specific dispositional deficiency (ies) with an X.

Category	Target- 3	Acceptable- 2	Unacceptable- 1	N/O- 0
Disposition	There is evidence of exceeding the expectation of understanding and commitment to disposition.	There is evidence of meeting the expectation of disposition.	There is evidence of limited understanding and/or commitment to disposition. Is not meeting expectations.	You may also use N/O if the disposition was not observed or there were no opportunities for exhibiting a particular disposition

I. Demonstrates professionalism when working with others:

Category (InTASC 9 and 10)	Target	Acceptable	Unacceptable	N/O
Evaluates the effects of his/her choices and actions on others and modifies those actions when needed				
Treats others with respect				
Adheres to academic policies				
Contributes to creating an atmosphere of professionalism in the classroom				
Maintains discretion with information regarding individuals				
Demonstrates and practices ethical standards				

Avoids inappropriate conversations				
Takes advantage of professional opportunities				
Is flexible				
Participates in professional organizations				
Section Comments:				

II. Demonstrates an understanding of self:

Category (InTASC 3)	Target	Acceptable	Unacceptable	N/O
Recognizes own weaknesses and seeks support				
Accepts constructive criticism				
Takes responsibility for own actions				
Willing to consider other points of view				
Respectful when disagreeing				
Engages in self-evaluation and reflection				
Section Comments:				

III. Demonstrates initiative:

Category	Target	Acceptable	Unacceptable	N/O
Demonstrates commitment and enthusiasm for teaching and learning				
Puts forth best efforts on assignments				
Goes beyond minimum expectations				
Section Comments:				

IV. Demonstrates an understanding of diversity:

Category (InTASC 1, 2, 3, 9 & 10)	Target	Acceptable	Unacceptable	N/O
Demonstrates an understanding of child development				
Demonstrates a commitment to understanding and teaching diverse groups (e.g., race, ethnicity, ability, gender identity, gender expressing, sexual orientation, nationality, language, religion, political affiliation and socio-economic background)				
Demonstrates an understanding of collaboration with students to create a positive, safe learning environment				
Demonstrates an awareness of family and community dynamics impact on education				
Plans activities to promote acceptance and awareness of individuals (e.g., personality, interests, learning modalities, and life experiences)				
Section Comments:				

V. Demonstrates effective communication and professionalism skills:

Category (InTASC 3)	Target	Acceptable	Unacceptable	N/O
Uses effective oral communication				
Uses effective communication in writing: including proper grammar, spelling and punctuation				
Utilizes effective communication of ideas in presentations				
Turns in assignments on time				
Attends class prepared				

Responds to emails/correspondence/phone calls within 24 to 48 hours				
Maintains professional boundaries with students, colleagues and faculty				
Section comments:				

VI. Demonstrates professional appearance:

Category	Target	Acceptable	Unacceptable	N/O
Demonstrates clean personal habits and hygiene				
Dresses clean, neat and is in professional attire while in a public school setting.				
Section Comments:				

Overall comments:
--

If not submitted electronically, signatures needed: *(Signatures only acknowledge the form has been reviewed with the teacher candidate. It does not signify agreement)*

Candidate_____

Date_____

Evaluator_____

Date_____

D. Release Form for use of photos, videos and student work

Dear Parent/Guardian:

I am a Northwestern Oklahoma State University intern. As part of program requirements, I am involved in field experience in your child's classroom. One component of the program required by the State of Oklahoma is to develop a portfolio.

To show evidence of my competence and professional growth, I may use photos, recordings, and/or class work from this classroom experience. The photographs and recordings would only be used to demonstrate my growth and progress. It does not focus on students in this classroom.

All materials will be kept confidential and only be used as part of the required portfolio. The portfolio will be reviewed by faculty at NWOSU, by the Oklahoma State Office of Educational Quality and Accountability, national, or state review teams for the purposes of accreditation.

Sincerely,

Intern Name: _____

School/Teacher: _____

As a parent or guardian, of the above named student:

- ☐ I give my permission to include a duplicate of my child's work, image in a photograph or on a video tape. **No student name will appear with any materials that are submitted.**
- ☐ I do not give permission for this information about my child to be used for portfolio documentation.

Signature of parent/guardian: _____

Date _____

E. Portfolio Scoring Rubric

Criteria	Target	Acceptable	Unacceptable
Field Experience Forms Benchmarks 1, 2, 3, 4	The teacher candidate has included field experience forms for all of the classes taken, which require observation.		The teacher candidate has not included field experience forms for all of the classes taken, which require observation.
Current Transcript Benchmarks 1, 2, 3, 4	The teacher candidate has included an updated transcript with a minimum RGPA of 2.5		The teacher candidate has not included an updated transcript.
Disposition Assessment Benchmarks 1, 2, 3	Teacher candidate has placed disposition assessment in portfolio.		No disposition assessment found.
1. Learner Development: (Benchmarks 2 & 4) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	The artifact(s) demonstrate mastery, in that the teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. Teacher candidate shows mastery in the design and implementation of developmentally appropriate and challenging learning experiences. Reflective Commentary makes connections between the understanding and application of the standard. <u>1st submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets each component of the standard. <u>2nd paragraph</u> shows complete understanding of the standard and the relationship to professional performance. <u>3rd paragraph</u> provides detailed knowledge of understanding how this competency will improve student learning (0-2) grammar or spelling errors. <u>2nd submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets each component of the standard. <u>2nd paragraph</u> provides detailed knowledge of how their application of the standard was met, addressing the full standard. (0-2) grammar or spelling errors.	The artifact(s) demonstrate proficiency of the teacher candidate to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Reflective Commentary makes connections between the understanding and application of the standard. <u>1st submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets most components of the standard. <u>2nd paragraph</u> shows developing understanding of the standard and the relationship to professional performance. <u>3rd paragraph</u> provides developing knowledge of understanding how this competency will improve student learning (2-5) grammar or spelling errors. <u>2nd submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets most components of the standard. <u>2nd paragraph</u> provides developing knowledge of how their application of the standard was met, addressing the full standard. (2-5) grammar or spelling errors.	The artifact(s) demonstrate limited knowledge of the teacher candidate to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Reflective Commentary makes connections between the understanding and application of the standard. <u>1st submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets some components of the standard. <u>2nd paragraph</u> shows limited knowledge in understanding the standard and the relationship to professional performance. <u>3rd paragraph</u> provides limited knowledge of understanding how this competency will improve student learning (5 or more) grammar or spelling errors. <u>2nd submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets some components of the standard. <u>2nd paragraph</u> provides limited knowledge of how their application of the standard was met, addressing the full standard. (5 or more) grammar or spelling errors.
2. Learning Differences: (Benchmarks 1 & 4) The teacher uses understanding of individual differences	The artifact(s) demonstrate a mastery of the teacher candidate's ability to use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that	The artifact(s) demonstrates proficiency of the teacher candidate's ability to use the understanding of individual differences and diverse cultures and communities to ensure inclusive	The artifact(s) demonstrate limited knowledge of the teacher candidate's ability to use the understanding of individual differences and diverse cultures and communities to ensure inclusive

and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	enable each learner to meet high standards. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets each component of the standard. 2nd paragraph shows complete understanding of the standard and the relationship to professional performance. 3rd paragraph provides detailed knowledge of understanding how this competency will improve student learning (0-2) grammar or spelling errors. 2nd submission 1st paragraph summarizes the artifact and tells how it meets each component of the standard. 2nd paragraph provides detailed knowledge of how their application of the standard was met, addressing the full standard. (0-2) grammar or spelling errors.	learning environments that enable each learner to meet high standards. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets most components of the standard. 2nd paragraph shows developing understanding of the standard and the relationship to professional performance. 3rd paragraph provides developing knowledge of understanding how this competency will improve student learning (2-5) grammar or spelling errors. 2nd submission 1st paragraph summarizes the artifact and tells how it meets most components of the standard. 2nd paragraph provides developing knowledge of how their application of the standard was met, addressing the full standard. (2-5) grammar or spelling errors.	learning environments that enable each learner to meet high standards. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets some components of the standard. 2nd paragraph shows limited knowledge in understanding the standard and the relationship to professional performance. 3rd paragraph provides limited knowledge of understanding how this competency will improve student learning (5 or more) grammar or spelling errors. 2nd submission 1st paragraph summarizes the artifact and tells how it meets some components of the standard. 2nd paragraph provides limited knowledge of how their application of the standard was met, addressing the full standard. (5 or more) grammar or spelling errors.
3. Learning Environments: (Benchmarks 3 & 4) The teacher works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.	The artifact(s) demonstrate mastery, in that the teacher candidate works with others to create environments that support individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets each component of the standard. 2nd paragraph shows complete understanding of the standard and the relationship to professional performance. 3rd paragraph provides detailed knowledge of understanding how this competency will improve student learning (0-2) grammar or spelling errors. 2nd submission	The artifact(s) demonstrate proficiency, in that the teacher candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets most components of the standard. 2nd paragraph shows developing understanding of the standard and the relationship to professional performance. 3rd paragraph provides developing knowledge of understanding how this competency will improve student learning (2-5) grammar or spelling errors. 2nd submission	The artifact(s) demonstrate limited knowledge, in that the teacher candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets some components of the standard. 2nd paragraph shows limited knowledge in understanding the standard and the relationship to professional performance. 3rd paragraph provides limited knowledge of understanding how this competency will improve student learning (5 or more) grammar or spelling errors. 2nd submission

	1st paragraph summarizes the artifact and tells how it meets each component of the standard. 2nd paragraph provides detailed knowledge of how their application of the standard was met, addressing the full standard. (0-2) grammar or spelling errors.	1st paragraph summarizes the artifact and tells how it meets most components of the standard. 2nd paragraph provides developing knowledge of how their application of the standard was met, addressing the full standard. (2-5) grammar or spelling errors.	1st paragraph summarizes the artifact and tells how it meets some components of the standard. 2nd paragraph provides limited knowledge of how their application of the standard was met, addressing the full standard. (5 or more) grammar or spelling errors.
4. Content Knowledge: (Benchmarks 3 & 4) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	The artifact(s) demonstrate mastery of the teacher candidate's understanding of central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets each component of the standard. 2nd paragraph shows complete understanding of the standard and the relationship to professional performance. 3rd paragraph provides detailed knowledge of understanding how this competency will improve student learning (0-2) grammar or spelling errors. 2nd submission 1st paragraph summarizes the artifact and tells how it meets each component of the standard. 2nd paragraph provides detailed knowledge of how their application of the standard was met, addressing the full standard. (0-2) grammar or spelling errors.	The artifact(s) demonstrate a proficiency of the teacher candidate's understanding of central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets most components of the standard. 2nd paragraph shows developing understanding of the standard and the relationship to professional performance. 3rd paragraph provides developing knowledge of understanding how this competency will improve student learning (2-5) grammar or spelling errors. 2nd submission 1st paragraph summarizes the artifact and tells how it meets most components of the standard. 2nd paragraph provides developing knowledge of how their application of the standard was met, addressing the full standard. (2-5) grammar or spelling errors.	The artifact(s) demonstrate a limited knowledge of the teacher candidate's understanding of central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets some components of the standard. 2nd paragraph shows limited knowledge in understanding the standard and the relationship to professional performance. 3rd paragraph provides limited knowledge of understanding how this competency will improve student learning (5 or more) grammar or spelling errors. 2nd submission 1st paragraph summarizes the artifact and tells how it meets some components of the standard. 2nd paragraph provides limited knowledge of how their application of the standard was met, addressing the full standard. (5 or more) grammar or spelling errors.
5. Application of Content: (Benchmarks 3 & 4) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	The artifact(s) demonstrate a mastery of the teacher candidate's ability to understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission	The artifact(s) demonstrate a proficiency of the teacher candidate's ability to understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission	The artifact(s) demonstrate a limited knowledge of the teacher candidate's ability to understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission

	<u>1st paragraph</u> summarizes the artifact and tells how it meets each component of the standard. <u>2nd paragraph</u> shows complete understanding of the standard and the relationship to professional performance. <u>3rd paragraph</u> provides detailed knowledge of understanding how this competency will improve student learning (0-2) grammar or spelling errors. <u>2nd submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets each component of the standard. <u>2nd paragraph</u> provides detailed knowledge of how their application of the standard was met, addressing the full standard. (0-2) grammar or spelling errors.	<u>1st paragraph</u> summarizes the artifact and tells how it meets most components of the standard. <u>2nd paragraph</u> shows developing understanding of the standard and the relationship to professional performance. <u>3rd paragraph</u> provides developing knowledge of understanding how this competency will improve student learning (2-5) grammar or spelling errors. <u>2nd submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets most components of the standard. <u>2nd paragraph</u> provides developing knowledge of how their application of the standard was met, addressing the full standard. (2-5) grammar or spelling errors.	<u>1st paragraph</u> summarizes the artifact and tells how it meets some components of the standard. <u>2nd paragraph</u> shows limited knowledge in understanding the standard and the relationship to professional performance. <u>3rd paragraph</u> provides limited knowledge of understanding how this competency will improve student learning (5 or more) grammar or spelling errors. <u>2nd submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets some components of the standard. <u>2nd paragraph</u> provides limited knowledge of how their application of the standard was met, addressing the full standard. (5 or more) grammar or spelling errors.
6. Assessment: (Benchmarks 3 & 4) The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	The artifact(s) demonstrate a mastery of the teacher candidate's ability to use and understand multiple methods of assessment to engage learners in their own growth, to monitor learner's progress, and to guide the teacher's and learner's decision making. Reflective Commentary makes connections between the understanding and application of the standard. <u>1st submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets each component of the standard. <u>2nd paragraph</u> shows complete understanding of the standard and the relationship to professional performance. <u>3rd paragraph</u> provides detailed knowledge of understanding how this competency will improve student learning (0-2) grammar or spelling errors. <u>2nd submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets each component of the standard. <u>2nd paragraph</u> provides detailed knowledge of how their application of the standard was met, addressing the full standard. (0-2) grammar or spelling errors.	The artifact(s) demonstrate a proficiency of the teacher candidate's ability to use and understand multiple methods of assessment to engage learners in their own growth, to monitor learner's progress, and to guide the teacher's and learner's decision making. Reflective Commentary makes connections between the understanding and application of the standard. <u>1st submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets most components of the standard. <u>2nd paragraph</u> shows developing understanding of the standard and the relationship to professional performance. <u>3rd paragraph</u> provides developing knowledge of understanding how this competency will improve student learning (2-5) grammar or spelling errors. <u>2nd submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets most components of the standard. <u>2nd paragraph</u> provides developing knowledge of how their application of the standard was met, addressing the full standard. (2-5) grammar or spelling errors.	The artifact(s) demonstrate limited knowledge of the teacher candidate's ability to use and understand multiple methods of assessment to engage learners in their own growth, to monitor learner's progress, and to guide the teacher's and learner's decision making. Reflective Commentary makes connections between the understanding and application of the standard. <u>1st submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets some components of the standard. <u>2nd paragraph</u> shows limited knowledge in understanding the standard and the relationship to professional performance. <u>3rd paragraph</u> provides limited knowledge of understanding how this competency will improve student learning (5 or more) grammar or spelling errors. <u>2nd submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets some components of the standard. <u>2nd paragraph</u> provides limited knowledge of how their application of the standard was met, addressing the full standard. (5 or more) grammar or spelling errors.

7. Planning for Instruction: (Benchmarks 3 & 4) The teacher plans instruction that supports every teacher candidate in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	The artifact(s) demonstrate a mastery of the teacher candidate's ability to plan instruction that supports every teacher candidate meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets each component of the standard. 2nd paragraph shows complete understanding of the standard and the relationship to professional performance. 3rd paragraph provides detailed knowledge of understanding how this competency will improve student learning (0-2) grammar or spelling errors. 2nd submission 1st paragraph summarizes the artifact and tells how it meets each component of the standard. 2nd paragraph provides detailed knowledge of how their application of the standard was met, addressing the full standard. (0-2) grammar or spelling errors.	The artifact(s) demonstrate a proficiency of the teacher candidates' ability to plan instruction that supports every teacher candidate meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets most components of the standard. 2nd paragraph shows developing understanding of the standard and the relationship to professional performance. 3rd paragraph provides developing knowledge of understanding how this competency will improve student learning (2-5) grammar or spelling errors. 2nd submission 1st paragraph summarizes the artifact and tells how it meets most components of the standard. 2nd paragraph provides developing knowledge of how their application of the standard was met, addressing the full standard. (2-5) grammar or spelling errors.	The artifact(s) demonstrate limited knowledge of the teacher candidates' ability to plan instruction that supports every teacher candidate meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets some components of the standard. 2nd paragraph shows limited knowledge in understanding the standard and the relationship to professional performance. 3rd paragraph provides limited knowledge of understanding how this competency will improve student learning (5 or more) grammar or spelling errors. 2nd submission 1st paragraph summarizes the artifact and tells how it meets some components of the standard. 2nd paragraph provides limited knowledge of how their application of the standard was met, addressing the full standard. (5 or more) grammar or spelling errors.
8. Instructional Strategies: (Benchmarks 3 & 4) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	The artifact(s) demonstrate a mastery of the teacher candidate's ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets each component of the standard. 2nd paragraph shows complete understanding of the standard and the relationship to professional performance.	The artifact(s) demonstrate a proficiency of the teacher candidate's ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets most components of the standard. 2nd paragraph shows developing understanding of the standard and the relationship to professional performance.	The artifact(s) demonstrate limited knowledge of the teacher candidate's ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Reflective Commentary makes connections between the understanding and application of the standard. 1st submission 1st paragraph summarizes the artifact and tells how it meets some components of the standard. 2nd paragraph shows limited knowledge in understanding the standard and the relationship to professional performance.

	<u>3rd paragraph</u> provides detailed knowledge of understanding how this competency will improve student learning (0-2) grammar or spelling errors. <u>2nd submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets each component of the standard. <u>2nd paragraph</u> provides detailed knowledge of how their application of the standard was met, addressing the full standard. (0-2) grammar or spelling errors.	<u>3rd paragraph</u> provides developing knowledge of understanding how this competency will improve student learning (2-5) grammar or spelling errors. <u>2nd submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets most components of the standard. <u>2nd paragraph</u> provides developing knowledge of how their application of the standard was met, addressing the full standard. (2-5) grammar or spelling errors.	<u>3rd paragraph</u> provides limited knowledge of understanding how this competency will improve student learning (5 or more) grammar or spelling errors. <u>2nd submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets some components of the standard. <u>2nd paragraph</u> provides limited knowledge of how their application of the standard was met, addressing the full standard. (5 or more) grammar or spelling errors.
9. Professional Learning and Ethical Practice: (Benchmark 4) The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (Learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	The artifact(s) demonstrate a mastery of the teacher candidates ability to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (Learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Reflective Commentary makes connections between the understanding and application of the standard <u>1st submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets each component of the standard. <u>2nd paragraph</u> shows complete understanding of the standard and the relationship to professional performance. <u>3rd paragraph</u> provides detailed knowledge of how their application of the standard was met, addressing the full standard. (0-2) grammar or spelling errors.	The artifact(s) demonstrate proficiency of the teacher candidates ability to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (Learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Reflective Commentary makes connections between the understanding and application of the standard <u>1st submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets most components of the standard. <u>2nd paragraph</u> shows developing understanding of the standard and the relationship to professional performance. <u>3rd paragraph</u> provides developing knowledge of how their application of the standard was met, addressing the full standard. (2-5) grammar or spelling errors.	The artifact(s) demonstrate limited knowledge of the teacher candidates ability to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (Learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Reflective Commentary makes connections between the understanding and application of the standard <u>1st submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets some components of the standard. <u>2nd paragraph</u> shows limited knowledge in understanding the standard and the relationship to professional performance. <u>3rd paragraph</u> provides limited knowledge of understanding how this competency will improve student learning (5 or more) grammar or spelling errors.
10. Leadership and Collaboration: (Benchmark 4) The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals,	The artifact(s) demonstrate a mastery of the teacher candidate's ability to seek appropriate leadership roles and opportunities and to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	The artifact(s) demonstrate a proficiency of the teacher candidate's ability to seek appropriate leadership roles and opportunities and to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	The artifacts demonstrate limited knowledge of the teacher candidates' ability to seek appropriate leadership roles and opportunities and to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

and community members to ensure learner growth, and to advance the profession.	Reflective Commentary makes connections between the understanding and application of the standard <u>1st submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets each component of the standard. <u>2nd paragraph</u> shows complete understanding of the standard and the relationship to professional performance. <u>3rd paragraph</u> provides detailed knowledge of how their application of the standard was met, addressing the full standard. (0-2) grammar or spelling errors.	Reflective Commentary makes connections between the understanding and application of the standard <u>1st submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets most components of the standard. <u>2nd paragraph</u> shows developing understanding of the standard and the relationship to professional performance. <u>3rd paragraph</u> provides developing knowledge of how their application of the standard was met, addressing the full standard. (2-5) grammar or spelling errors.	Reflective Commentary makes connections between the understanding and application of the standard <u>1st submission</u> <u>1st paragraph</u> summarizes the artifact and tells how it meets some components of the standard. <u>2nd paragraph</u> shows limited knowledge in understanding the standard and the relationship to professional performance. <u>3rd paragraph</u> provides limited knowledge of understanding how this competency will improve student learning (5 or more) grammar or spelling errors.
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F. Plan of Improvement Form

If any portion of the portfolio at Benchmark 4 earns a rating of unacceptable, a Plan of Improvement will be implemented.

Candidate's Name _____

Today's Date _____

Date/Time/Place for Follow-up Assessment _____

(This date will be between one to four weeks, following the initial evaluation.)

Area Requiring Improvement	Suggestions for Improvement
----------------------------	-----------------------------

Committee Chair Signature _____

Teacher Candidate's Signature _____

(Candidate's signature reflects reception of this document, but not necessarily agreement with it.)

FOLLOW-UP ASSESSMENT

Committee Chair Signature/Date _____

Candidate's Signature/Date _____

One copy to candidate, one copy to candidate's file in Teacher Education Office, one copy to candidate's committee chair.

G. Lesson Plan Example

Northwestern Oklahoma State University

Lesson Plan

Date Turned In _____

Subject/Grade _____

Date Taught _____

Teacher Initials & Date _____

I. Objective(s):

II. Materials/Resources/Technology to be used:

III. Vocabulary

IV. Procedure:

A. Introduction/Motivation:

B. Exploration/Demonstration/Explanation of Concepts:

C. Guided Individual or Cooperative Involvement:

D. Closure:

V. Adaptations for Student Diversity and Individual Needs

VI. Assessment of Student Achievement (Cooperating Teacher and Teacher Candidate):

VII. Reflective Evaluation of Lesson (Cooperating Teacher and Teacher Candidate):

H. Lesson Plan Description

Lesson Plan Description

I. Objectives

Gives statements in specific terms of the learning you expect from students.

II. Materials

Identifies the textbook, reference materials, manipulatives, supplies, technology, and any other pertinent resources that the teacher and students will need for the lesson.

III. Vocabulary

Words or terms that will be introduced. Vocabulary is integrated into the lesson as they become applicable and addressed several times as the teacher or students apply them in models, demonstrations, illustrations, etc. Student concept understanding of vocabulary also needs to be addressed in questioning during closure.

IV. Procedures

A. Introduction/Motivation

Creates anticipation and enthusiasm for the lesson to be taught by gaining student attention in creative ways. This may be done with brainstorming, a simple question, discussion, exploration, pictures, problem solving activities, objects to manipulate, children's literature, a video tape, etc. This creates a desire to be involved in learning something new. As the teacher guides the participation in these activities, he/she is engaged in the initial form of evaluation of student understanding.

B. Exploration/Demonstration/Explanation of Concepts

The lesson concepts are modeled by the teacher through an explanation that incorporates demonstration through the use of experiments, the manipulation of objects, or technology. This may be followed by student opportunity to explore hands-on materials as a way of discovering concepts and skills or reinforcing those already learned. This section includes a sequential list and elaboration of the variety of teaching activities and teacher directed questions that you plan for initiating an understanding of the concept or skill.

C. Guided Individual/Independent/Cooperative Involvement

Activities for student involvement may be provided to apply, extend, or enrich the concepts that have been demonstrated by the teacher. Through these activities the students may practice skills and concept acquisition. Students may work as individuals or in small cooperative groups as it is appropriate to the activity. These activities may include experiments, games, problem solving

activities, projects, integration of subject matter, discussion questions, research, worksheets, etc. As the teacher monitors the participation in these activities, he/she is engaged in another form of evaluation of student understanding. Based on this evaluation, the teacher can determine the need for re-teaching for individuals, groups, extend or provide enrichment activities, and make curricular decisions.

D. Closure

Draws a lesson to close by guiding the questioning and discussion of what students experienced and learned during the lesson. Teacher directed questioning lets the teacher know if objectives were met.

V. Adaptations for Student Diversity and Individual Needs:

Identify student unique needs relative to the classroom or subject area, and design lessons that teach to the different needs and allow for individual success.

VI. Evaluation/Assessment of Student Achievement (Teacher and Student)

At this point in the lesson, the teacher may provide an activity or an instrument for assessing whether or not the students have met the lesson objectives. Assessment may be accomplished through conferences, journals, designing projects (individually or group), oral discussion, check lists, individual or team interviews, oral presentations, descriptive reports, writing prompts, self-assessments, role-playing, surveys, dialogue diaries, collages, songs, mini-investigations, position papers, reports based on reflective/critical thinking, dances, problem-solving tasks, concept mapping, panels, dramatic enactments, computer simulations, creating charts, plays, and tests.

VII. Reflective Evaluation of Lesson (Cooperating Teacher and Teacher Candidate)

As the lesson closes, it is beneficial for the teacher to reflect upon the lesson format and content with regard to its level of difficulty, enjoyment, time management, and the interpersonal relationships that affected the lesson positively or negatively. Addressing questions such as these might be asked:

- (1) Were the needs of the students met?
- (2) Were the objectives met? If not, what curricular changes need to be done?
- (3) What went well? What didn't go well?
- (4) What could have been done differently?
- (5) What might I add to enhance the lesson?

Student reflection upon the lesson is also beneficial. They can express how they learned a specific concept, how it relates to their prior knowledge, the level of difficulty, strategies they incorporated, if specific steps were needed, new questions they now have, enjoyment, attitudes, and peer interactions.