OPSU Teacher Education Portfolio Handbook

Showing What a Teacher Candidate Knows and Can Do

October 2011
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Introduction

Oklahoma Panhandle State University (OPSU), along with the state of Oklahoma, gives teacher candidates the opportunity to become professional educators through a proficiency based teacher-training program. This program requires candidates to prove what they know and can do by meeting competencies established by the Oklahoma State Department of Education (OSDE), the Oklahoma Commission for Teacher Preparations (OCTP), the Oklahoma State Regents for Higher Education (OSRHE), and the university.

The creation of a portfolio is required of all OPSU candidates seeking an education degree and/or licensure/certification in the state of Oklahoma and will serve as one means of assessing the proficiency of a teacher candidate. The portfolio is a collection of works and evidences of a teacher candidate’s proficiencies as he/she progress toward becoming a certified teacher with opportunities to reflect on the process.

This handbook will discuss the philosophy, mission, and conceptual framework of the OPSU Teacher Education Program; the portfolio philosophy; requirements for assembling and safe keeping of the portfolio; the portfolio assessment procedures for OPSU; possible actions based on the portfolio assessments; and an explanation of the portfolio requirements set by the OCTP and the OSDE.

As teacher candidates take the required courses in their major area and in professional education, they begin to collect artifacts—projects, papers, lesson plans, tests, photographs, etc. Candidates will select the examples that they believe represent proficiency in each of the required competencies, and finally the teacher candidates will reflect on the relevance of their work.

There may be some changes in this program due to updates or clarifications from the OCTP or the OSDE or even the Legislature. OPSU will attempt to keep the teacher candidates informed of any changes and modifications that need to take place. The teacher candidate is reminded to visit with their advisor and to check the OPSU web site to be aware of all notices and announcements. Meeting the professional education competencies by completing the portfolio is a process that begins with pre-service and progresses through the teacher candidate’s educational experiences, concluding with the capstone experience of an internship. Although guidelines are given and advice is always available, the portfolio design and completion is a unique opportunity and personal responsibility of the teacher candidate.
Unit Mission

Professional education at OPSU is committed to the development of professional educators through the integration of theory and practice in a range of experiences and settings. Throughout the program, teacher candidates develop a professional portfolio in which they record, reflect, and integrate their knowledge from their pre-service experiences.

The mission of the OPSU Teacher Education Program can be summarized in the following statement:

*The mission of the unit is to produce quality teachers who are knowledgeable in their disciplines, technologically aware, proficient in pedagogy, empathetic to student needs, and dedicated to the concept of life-long learning.*

The OPSU portfolio program aligns with the mission statement by requiring the teacher candidate to show proficiency in the stated competencies.

Unit Philosophy

The philosophy of the unit draws from the mission, philosophy, and goals of the university. The development of the program in teacher education is based on beliefs about students, the environment, education, and professional teacher education:

- All individuals have the ability to learn
- Individuals are products of a variety of cultures and diverse school settings
- It is possible to assist most individuals to complete a degree in teacher education
- The practical application of theoretical concepts in a school setting is the basis for excellence in teaching
- Teacher educators are responsible for providing learning experiences that assist candidates in developing attitudes, values, knowledge and skills that form the basis of competent educational practice and leadership
- Future teachers must be encouraged to think critically and communicate effectively

The intelligent use of current and developing technological devices is essential to the practice of teaching in the twenty-first century.
Portfolio Philosophy

In the teacher education program at OPSU, the portfolio is viewed as a framework in which teacher candidates can develop and display or demonstrate works that exhibit their competencies and achievements. It has a minimum of three important uses:

1. It assesses the teacher candidate’s proficiency in the competencies identified by the Oklahoma Commission for Teacher Preparation, the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, and the Teacher Education Council of Oklahoma Panhandle State University. The primary purpose of the portfolio is to show a teacher candidate’s proficiency.

2. It provides graduates of the OPSU Teacher Education Program with a collection of relevant materials for use as a personal marketing tool in seeking employment.

3. It assesses, and thereby improves, the OPSU Teacher Education Program.

Conceptual Framework

Gateway to the Future: Preparing Effective Teachers Who Are Competent, Caring, and Committed

The unit employs the gateway arch to symbolize its shared philosophy and vision. Traditionally the arch stands for stability and strength; thus, it is used to represent the power of our program. Just as traditional architecture continues to change, educational philosophies alter as educators discover new theories about learning, and as society itself changes. The OPSU unit evolves as educational philosophies change.

The base, columns, and three-tiered dome of the arch portray the unit program. The gateway arch stands upon a solid base of educational principles firmly grounded not only on traditional philosophies, but also on contemporary research. Candidates proceed through their programs in a sequenced study that develops from general education classes to specialized fields of study and progresses to introduction to educational principles and methods courses in their specific areas.

The mid level of the foundation and program represents knowledge that teachers must possess. It begins with a sound general liberal arts and sciences base and progresses to specific courses in the candidates’ fields. Each of the degree areas is aligned with its own Specialized Professional Association (SPA) or, if no SPA is available, with the proficiencies presented by the
State of Oklahoma. This mid-level of the gateway helps support the next level of pedagogy and characterizes our belief in the equal importance of conceptual knowledge and teaching skills. While all candidates have a minimum of 40 hours in general education, secondary candidates complete 50+ hours of field experience, and elementary candidates complete two practicums for a total of 60+ hours of field experience beyond the secondary candidates. While OPSU education candidates have a minimum 40-hour general education requirement in addition to their subject area courses, they also complete 30+ hours of pedagogy.

Two parallel columns, divided into three sections each, representing technology, diversity, assessment, communication, classroom management, and collaboration, link the base with the dome representing the proficiencies our candidates gain throughout their studies. The six columns represent the identified skills that every professional teacher must have: the ability to utilize technology; the ability to reach diverse students; the ability to assess student learning; the ability to communicate with students, parents, and administration; the ability to control the classroom; and the ability to collaborate with other professionals in the teaching of students.

Emerging through the gateway arch, the successful OPSU candidate displays the knowledge, skills, and dispositions needed to succeed in today’s classrooms. Knowledgeable in basic liberal arts and sciences, including target subject areas as well as pedagogy, skilled in performance, empathetic, and empathetic to the needs of all students, the OPSU graduate stands prepared for the challenges of educating Panhandle students of the twenty-first century. Although chiefly prepared for schools of the Panhandle area, OPSU education graduates possesses the knowledge, skills, and dispositions that enable them to teach anywhere when the need or desire arises.

**Candidate Attributes**

The OPSU unit produces candidates who possess the knowledge, skills, and dispositions to succeed, primarily in the schools of the unique service area but adaptable to any community where today’s mobile society may take them. The candidates become life-long learners within these educational communities. They are also able to reflect upon their teaching and make changes when needed to accommodate today’s changing society with its changing needs. OPSU candidates demonstrate their reflective abilities as well as their ability to accommodate all students using a variety of assessment tools, the reflection/accommodation portion of their lesson plans, their teaching internship journals, and their success on professional teaching exams. In
essence, OPSU candidates reflect the TEP motto: *Preparing Effective Teachers who are Competent, Caring, and Committed.*

**Knowledge**

The graduate emerging from the OPSU unit should exhibit knowledge in:

- General areas of liberal arts and sciences
- Target subject area(s)
- Pedagogy
- The manner in which all students learn and develop
- Types of diverse learners
- Developing multiple assessment measures
- Sources and uses of technology

Knowledge serves as the core of the conceptual framework. Candidates demonstrate proficiency in general education, target subject area(s), and professional education courses. They accommodate for diverse learners and learning styles in their instruction. The unit assures the success of its graduates through various assessments. Projects, field experiences, lesson plans, and teaching internships give the candidate knowledge of pedagogy, interaction with diverse learners, employment of multiple assessment methods, and the use of technology to enhance learner outcomes.

**Skills**

The unit believes that Oklahoma Panhandle State University teacher candidates should be skilled in:

- Classroom and behavior management
- Methods and advantages in collaboration
- Multiple methods of communication
- Design and use of effective instructional strategies that include all student populations
- The use of technology for teaching and learning.
- Assessment designed to evaluate student learning and instructional effectiveness

These six skills, combined with the knowledge and dispositions required of the OPSU candidate, create teachers who are knowledgeable in their discipline, technology, and pedagogy; empathetic to student needs, and dedicated to the concept of life-long learning, or in the words of our motto, *Teachers who are competent, caring, and committed.*
Dispositions

The unit believes candidates should display the following dispositions:

- Good work habits
- A positive attitude and love of learning
- Confidence in their own knowledge and skills
- Honesty and trustworthiness
- Self-reliance and problem-solving behavior
- An appreciation and empathy for the worth and diversity of all humans
- An awareness of ethical, political, social, and environmental issues and obligations.

Unit members agree that dispositions required of teachers encompass a range of attributes that begin with those any employer expects of a successful employee. These include being on the job promptly, doing the work on time, in an exemplary manner, and displaying a friendly personality and cooperative attitude. Teacher candidates must possess an intimate understanding of the feelings, thoughts, and motives of others. They need a keen awareness that allows them to provide what Shulman refers to as nurturing. He believes “good teaching includes nurturing the moral and spiritual development, the civic engagement, and the socialization of students” (Tell, 2001).

The unit believes all candidates should exhibit the above qualities to foster a positive learning environment for every student. To achieve this, they must be empathetic to the feelings, thoughts, and motives of their students. In addition to their positive attitude toward students, candidates must display a positive attitude toward colleagues, administrators, parents, and other members of the community. Assessment of candidate dispositions occurs throughout the program beginning with recommendations from faculty that candidates must have prior to admission to the program. During the admission interview, a panel uses a rubric to evaluate, among other things, candidates’ dispositions. Rubrics for teaching in education and subject-area classes and during teaching internship also evaluate candidates’ dispositions.
Portfolio Policies and Procedures

OPSU follows the “best works” policy in the creation of the teacher candidates’ portfolios. This means that the teacher candidate is expected to place artifacts in their portfolio that have been refined as far as spelling, punctuation, grammar, sentence construction, etc., as well as content, justification, application, etc. are concerned. A teacher candidate always has the opportunity to replace any artifact with another that he/she believes will better show proficiency. OPSU also believes that a teacher candidate will need time and assistance in the completion of this portfolio; therefore, much attention is given during class time and in individual conferences about the construction process. In addition, special seminars are provided for the candidates periodically prior to the portfolio reviews. These seminars give the candidates the opportunity to receive supplementary instruction and assistance in the preparation of their portfolios, and provide the opportunity for peer reviews and interaction with fellow candidates.

The portfolio will provide teacher candidates with a personal tool for reflecting upon their teaching skills, knowledge, and understandings. This portfolio is an edited collection of the teacher candidate’s evidence of proficiency in the 15 competencies (Appendix A) required for licensure and/or certification in the state of Oklahoma. The portfolio will provide the basis for assessing the teacher candidate’s progress in, and completion of, the OPSU Teacher Education Program. Upon graduation, the portfolio may be modified and used as an interview tool.

The OPSU teacher education program has a threefold process consisting of benchmarks which allow candidates to demonstrate their proficiencies. In the process the candidates and their portfolios are scored on a three point scale. Demonstration at a score of one is not acceptable and will require a plan of improvement. A score of two is quite acceptable, and a score of three demonstrates quality beyond standard expectations. A score of one will be given if any required item receives a score below two. The candidate will be given a plan of improvement and faculty help offered to remediate the deficiency.

Throughout the portfolio process, the teacher candidate is responsible for the safekeeping of the portfolio and its contents, but must make the portfolio available upon request for admission to the teacher education program, admission to the professional semester, and the final portfolio review. The portfolio may also be required for a period of time during accreditation visits.
A teacher candidate’s portfolio will be officially reviewed three (3) times prior to possible recommendation for licensure/certification:

1. **Entry-level** review as a portion of the admission requirements into the OSPU Teacher Education Program. This takes place during the student’s sophomore year while enrolled in or after completing EDUC 2113 Introduction to Education.

2. **Mid-term** review as a portion of the admission requirements into the professional semester. This will take place the semester prior to their internship.

3. **Final** review toward the end of the internship and prior to application for licensure/certification.

Other non-official reviews may be held throughout the portfolio process by advisors, peers, faculty members, and during special seminars. These may be a part of a particular class or some other activity.

Deadlines for making application for admission to teacher education program are **October 1** of the fall semester and **March 31** of the spring semester of the student’s sophomore year. **There will be no portfolio reviews during summer or interterm sessions.** The deadline for applying for admission to the professional semester and the internship is **March 1** of the year prior to the student’s internship, whether during the fall or the spring semester. Schedules for the final review will be set during the teacher candidate’s internship.
Portfolio Review #1—Entry Level (Admission to TEP)

A panel of three (3) members of the OPSU Teacher Education Council will conduct the entry-level portfolio review and subsequent reviews. Every attempt will be made to have the candidate’s advisor to serve as chair of the committee. There will be a date set for the reviews, and the portfolios will be automatically submitted at least one week prior to the review period. Failure to submit the application and/or portfolio by the deadline may cause the candidate a delay in the process of finishing the program. The following items are required for the entry-level portfolio review:

**TEP Application Requirements—turned in to Education Office by deadline date**

- Completed Application (Appendix J) and found online at [http://www.opsu.edu/education/ApplicationForms.htm](http://www.opsu.edu/education/ApplicationForms.htm)
- A current unofficial transcript showing
  - proof of English proficiency (grade of “C” or above in ENGL 1113 and 1213)
  - proof of speech proficiency (grade of “C” or above in COMM 1113)
  - proof of enrollment in or completion of EDUC 2113
  - proof of an overall grade point average of 2.50 or above
- A current degree plan or check sheet showing proof of a grade point average in general education courses of 2.50 or above
- Proof of passing scores on the OGET

**1st Portfolio Review Items required in Foliotek—will be auto-submitted by posted date**

- An “admissions essay” paper—1 ½ to 3 pages in length, typed, double-spaced, correct form, grammar, and mechanics, and must address following topics:
  - Biographical and family information
  - Previous experiences in educational settings working with children or youth
  - Goal, ideals for completing your education, teaching, and future aspirations
  - Discussion of what makes a teacher successful and what qualities you possess that will help you be a good educator (the essay will be assessed by an external evaluator)
- The Academic Honesty Statement (Appendix F)—this is completed as the candidate creates his/her Foliotek account—this will be evaluated by the FPD
• The Permission to View Portfolio Statement (Appendix G)—this is completed as the candidate creates his/her Foliotek account—this will be evaluated by the FPD
• The OPSU Teacher Education Program Professional Code of Ethics (Appendix H)—this is completed as the candidate creates his/her Foliotek account—this will be evaluated by the FPD
• The Criminal History Disclosure Statement (Appendix I)—this is completed as the candidate creates his/her Foliotek account—this will be evaluated by the FPD
• A copy of his/her unofficial transcript—this will be evaluated (GPA, etc.) by the FPD
• A copy of his/her check sheet—this will be evaluated by the FPD

It is not expected that any of the 15 Competencies for Licensure and Certification will be met at the entry-level portfolio review; therefore, no correlation to any of the competencies is required. (All assessments of the three portfolio reviews will be handled through Foliotek; therefore, all reference to any of the following rubrics should be considered representative.)

Assessment of the entry-level portfolio will utilize Foliotek and will be based upon the inclusion of the required material, the accuracy of all written material, and the rubric used for the teacher candidate’s interview (Appendix B). The interview is a time for the faculty to get to know the candidate and is required by the Oklahoma State Regents for Higher Education. It is an assessment tool for the faculty to evaluate potential candidates, but is not graded like course work, nor is it meant to be stressful. The committee will make recommendations concerning admission to the OPSU Teacher Education Program to the Dean of Education who will notify the teacher candidate of their admission status.

Teacher candidates are denied admission for a low GPA (Gen Ed or overall) or for non-passing scores on the OGET exam, and are invited to re-apply when their GPA is above 2.50 and/or when they have passing scores on the OGET. There is no appeal for these deficiencies and the applicants may re-apply when the GPA is above 2.50 and/or when the OGET passing scores are submitted. An exception to this may occur if there is a possibility of obtaining the needed GPA by the end of the admission semester, if the OGET has been taken but scores not received, and/or a candidate who is enrolled in the required English, Speech, or EDUC classes in the admission semester and is waiting for grades. In these cases, the candidate will be denied pending receiving the required information (grades, test scores, GPA calculation at the end of the semester.) If the reason for the denial concerns an unacceptable portfolio item, the teacher
candidate has the opportunity to correct the deficiency (Plan of Improvement—Appendix D) and present it to the portfolio review committee chairperson. When the deficiency is corrected, the teacher candidate will be admitted to the OPSU Teacher Education Program.

Teacher candidates wishing to appeal a denial will be given information concerning a date and time for the submission of an appeal letter and a meeting with an ad-hoc appeals committee appointed by the Dean of Education. Following the appeals committee meeting with the candidate, the ad-hoc committee will present the Dean of Education with their recommendation. The decision of the Dean of Education will be final. A teacher candidate will not be allowed to enroll in restricted classes until he/she has been admitted to the OPSU Teacher Education Program.

Portfolio Review #2—Mid-Term Level (Admission to Professional Semester)

A candidate’s Second Portfolio Review occurs the semester before he/she is to serve the Internship. By this time the teacher candidate has taken most of the professional education classes and has received instructions about most of the competencies for licensure and certification. Therefore, this portfolio review will be much different from the entry-level review. This is a time when the candidate will present artifacts meeting the 15 Oklahoma Competencies. (Appendix A) The following items are required for the mid-term portfolio review:

Professional Semester Application Requirements—turned in to Education Office by deadline date

- Completed Application (Appendix J) and found online at http://www.opsu.edu/education/ApplicationForms.htm
- A current unofficial transcript showing an overall GPA of 2.50 or above—this will be evaluated (GPA, etc.) by FPD
- A current degree plan or check sheet showing proof of a grade point average in general education, major, and professional education courses of 2.50 or above, and proof of proficiency in a Language other than English—this must be completed prior to Internship—this will be evaluated (GPA, etc.) by FPD
- A graduation evaluation signed by the registrar—this will be evaluated by FPD

2nd Portfolio Review Items required in Foliotek—will be auto-submitted by posted date

- A current unofficial transcript
- A current degree plan or check sheet
- Artifacts meeting the Oklahoma Competencies (must have a minimum of one artifact for 10 of the 15 competencies). Artifacts must be aligned to individual competencies and will be scored using rubric (Appendix C)

If there are extenuating circumstances concerning the inclusion of the 10 required artifacts, the candidate may seek a waiver from the dean. Some artifacts may meet more than one competency. This is acceptable, but use caution so as not to overuse a single artifact. It is acceptable for all competencies to be completed with two artifacts at this review but not necessary. If this is done with quality artifacts, the third portfolio review does not need to readdress the competency artifacts unless the candidate wants to replace or alter artifacts. Each artifact will be accompanied with a written justification as to how it meets the competency for which it is used.

An artifact is a piece of evidence developed by and/or acquired by a candidate to demonstrate proficiency in the Oklahoma competencies for teacher licensure. Artifacts will generally come out of classroom projects, education observations, and outside activities related to education. Artifacts should be candidate generated and applied. Unacceptable artifacts would be items such as lists and handouts which have not been integrated into an applied format. Certificates of presence at professional conferences, membership in professional organizations, or the like are acceptable when accompanied with a justification.

Again, the teacher candidate is reminded of the deadlines for application to the professional semester—March 1 of the year prior to student teaching, whether fall or spring. There will be no portfolio reviews during summer or interterm sessions.

The mid-term portfolio review will be conducted by the same three (3) members of the candidate’s portfolio panel, if possible, and will again utilize Foliotek in the assessment process. The assessment will be based on the inclusion of the required items, the accuracy of all written material, and on the correlation of the included artifacts to the selected competencies. The panel will assess the artifacts, the correlations to the competencies, and the teacher candidate’s written justifications and oral defense.

There will be a date set for the reviews, and the portfolios will be automatically submitted at least one week prior to the review period.
Following the assessment of the mid-term portfolio, the panel will advise the Dean of Education of its recommendation for each teacher candidate and the dean will notify the candidate of his/her status. These recommendations can range from full admission to the professional semester and internship, to further course work, corrections or rewriting, remediation of skills, or even to dismissal from the OPSU Teacher Education Program. Again, the teacher candidate has the opportunity to correct any deficiencies and become admitted or appeal the decision to the OPSU Teacher Education Council, whose decision will be final.

Any teacher candidate who is not admitted to the professional semester will receive a “Plan of Improvement” (Appendix D) that will identify deficiencies, offer suggestions and help, and present a date by which the teacher candidate must present his/her corrections. In the event that the deficiency deals with missing course work, the teacher candidate’s status will be reviewed following the completion of the course work. All course work in a teacher candidate’s major field, general education, and professional education must be completed before the candidate will be allowed to begin his/her internship.

**Portfolio Review #3—Final**

The final portfolio review will take place toward the end of the Internship. The teacher candidate should now have all competencies met and have all required artifacts placed in the portfolio (uploaded to Foliotek.)

For this final review, the candidate must have completed a maximum of two satisfactory artifacts in all fifteen competency areas demonstrating the candidate’s proficiency. In addition, the candidate will present student products depicting student work at low, middle, and high achieving levels. Furthermore, candidate must present the lesson plans for this work and how they provided remediation when applicable. The following are additional requirements for review #3:

- A current unofficial transcript – this will be provided by and evaluated by FPD
- Test results of all licensure/certification exams taken – these will be provided and evaluated by FPD

**3rd Portfolio Review Items required in Foliotek—will be auto-submitted by posted date**

- Resume - evaluated by portfolio review committee members.
- Two artifacts for each of the 15 competencies- evaluated by portfolio review committee members and scored using rubric (Appendix C)
Portfolio committee will also evaluate/score
- P-12 student work samples (scored using rubric-Appendix K)
- Overall Score for Final Portfolio Review

P-12 student work samples will be presented by all candidates during final portfolio review, but will not necessarily be uploaded to Foliotek.

Elementary Education candidates must present lesson plans for math, science, language arts, social studies, HPER, and creative arts instructional units that include integration of curriculum, proof of school/community involvement, and proof of collaboration with families, but will not necessarily upload to Foliotek.

All portfolio artifacts, required forms, and documents will be located in the candidates’ Foliotek account.

The signup time for the final portfolio review will be set during the mid-term seminar of the professional semester. The teacher candidate will be present for the final review which will be conducted by the candidate’s same panel, if at all possible, and may include additional members of the OPSU Teacher Education Council, OPSU Teacher Education Faculty, public school administrators and teachers, business leaders in the community, and/or other community individuals. The final review will provide opportunity for the teacher candidate to answer questions, provide examples of educational experiences and training, and “show what he/she knows and can do.” Once again, the portfolio will be automatically submitted at least one week prior to the review period.

The final review will be scored using Foliotek and the assessment of the review will be given to the Dean of Education who will notify the teacher candidate of the recommendations of the panel. These recommendations can range from full compliance to rewriting documentation, re-appearing before the review panel, repeating the Internship, and even to the dismissal from the OPSU Teacher Education Program. As always, the teacher candidate will have the opportunity to correct any deficiencies (Plan of Improvement—Appendix D) and present them to the chairman of the review panel or to appeal the recommendation of the final review panel, in which case an ad-hoc committee will be selected under the same guidelines as presented on page 13 of this handbook.
The candidate’s portfolio is expected to be complete, neat, and professional. Remember, the portfolio and all contents belong to the individual teacher candidate and should be presented in any fashion that is deemed best by the candidate.

**Rubrics**

All of the rubrics used in assessing the teacher candidate’s portfolio will use the scale of: (3) Target   (2) Acceptable   (1) Unacceptable. A teacher candidate who receives a score of (2) or (3) on any rubric completes the review satisfactorily and may continue the program, but has the opportunity to correct any deficiencies for the rubric(s) in question. This is done with the assistance of the panel chairperson. A teacher candidate who receives a score of (1) for any portfolio review will be given a Plan of Improvement and must correct all deficiencies, thereby raising the score to a (2) before continuing in the program. This, also, is done with the assistance of the panel chairperson. Scores from each portfolio review will be recorded on a master form (Appendix E) which will be maintained in the candidate’s permanent folder and which may be modified only by the Dean of Education or his representative.

The overall portfolio “score” will be based on the collaborative consensus of the committee, with the chair of the committee making the final decision. The overall portfolio score may be a three (3) if, and only if, all individual components receive a score of three. It may not be a two (2) if any of the individual components receive a score of one (1). There will be no “averaging” of scores (i.e. 2.5, 1.75, etc.).
Teacher Candidate’s Permanent Folder

A permanent folder will be created for each teacher candidate upon application for admission to the OPSU Teacher Education Program. This folder will contain:

1. all application forms,
2. an unofficial copy of the candidate’s transcript—replaced with official copy upon graduation,
3. copies of all test results (OGET, OSAT, OPTE) provided by the candidate,
4. a copy of the candidate’s degree plan or check sheet,
5. a copy of the graduation check sheet from the registrar,
6. copies of all correspondence with the candidate,
7. reports of all portfolio reviews from Foliotek,
8. the Master Rubric Form (Appendix E),
9. evaluations of the Internship from the public school cooperating teacher, the university supervisor, and other evaluations performed during the Internship,
10. copies of application for initial licensure/certification, and
11. other material deemed necessary by the Dean of Education or university administrator.

This folder is accessible to the teacher candidate at any time during their enrollment and will remain available for a period of five (5) years after graduation. These folders will not contain any placement files created in the placement office.
Appendix A

The Oklahoma General Competencies for Teacher Licensure and Certification with Interpretations, Indicators, and Suggested Artifacts

The following pages present the 15 Oklahoma General Competencies for Teacher Licensure and Certification presented in Appendix A with interpretations, indicators, and suggested artifacts for use in the candidates’ portfolios. The suggested artifacts are not inclusive—candidates can select other artifacts as they choose. Reminder: all artifacts must be tied to competencies with a justification.
OKLAHOMA GENERAL COMPETENCIES
FOR TEACHER LICENSURE AND CERTIFICATION

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

INTERPRETATION:
This competency means that I, as a teacher, must know the content of my area of certification and how to develop learning strategies that will impart that knowledge and, at the same time, be obviously relevant to my students. As a teacher, I must be able to understand the various principles and techniques used to instruct children. These methods need to be based on best practices.

INDICATORS:

KNOWLEDGE
- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- The teacher can relate his/her disciplinary knowledge to other subject areas.

SKILLS
- The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.
- The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

DISPOSITIONS
- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
- The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
- The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
- The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

SUGGESTED ARTIFACTS:
Lesson Plans/Rehearsal Schedules based on PASS/CCSS competencies, OSAT scores, unit plans, GPAs in content area (secondary or k-12 only), research paper, videos of teaching
Note: to meet Competency One with a score of 3 requires two artifacts.
OKLAHOMA GENERAL COMPETENCIES
FOR TEACHER LICENSURE AND CERTIFICATION

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

INTERPRETATION:
As a teacher, I must be able to teach or instruct students at all levels and abilities. I must understand that all students are different and these differences need to be celebrated, as well as addressed. Students’ levels of cognitive development, as well as their social and physical development, determine their levels of learning at various grade levels. Therefore, teaching strategies, choice of materials used, and levels of comprehension must be based on that knowledge of learner development.

INDICATORS

KNOWLEDGE
• The teacher understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning.
• The teacher understands that students’ physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
• The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

SKILLS
• The teacher assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
• The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
• The teacher accesses students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

DISPOSITIONS
• The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
• The teacher is disposed to use students’ strengths as a basis for growth, and their errors as an opportunity for learning.

SUGGESTED ARTIFACTS:
Lesson Plan with accommodations for ESL, Sp. Ed., physical differences and/or Gifted; Lesson Plans that include reading books at different levels of difficulty, different levels of comprehension questions, and different levels of reading strategies; research paper on how children develop, web quests, units, learning centers, assessment plans, peer teaching evaluations/reflection. Reminder: all artifacts must be “tied” to competency through justification.
OKLAHOMA GENERAL COMPETENCIES
FOR TEACHER LICENSURE AND CERTIFICATION

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

INTERPRETATION:
As a teacher, I must understand that all children learn differently. I must present lessons in all modalities and meet the needs of all students. Students bring all kinds of individual differences to the classroom, as well as differences in how they learn. Some of these may be because of developmental delays or acceleration, because of birth trauma, because of language differences, because of learning styles, or because of societal factors.

INDICATORS

KNOWLEDGE
• The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
• The teacher knows about areas of exceptionality in learning— including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
• The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
• The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
• The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

SKILLS
• The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
• The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
• The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
• The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.
• The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
• The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
• The teacher creates a learning community in which individual differences are respected.

DISPOSITIONS
• The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
• The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
• The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
• The teacher is sensitive to community and cultural norms.
• The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

SUGGESTED ARTIFACTS:
Lesson Plan with different approaches to learners, highlighted adaptations in lesson plans, research paper on different learning styles, interview with Sp. Ed. Parent, unit plans, variety of learning approaches within a lesson plan, assessment plans, assignments from Diversity and Exceptional Child classes, classroom floor plans.
OKLAHOMA GENERAL COMPETENCIES
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4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students’ development and critical thinking, problem solving, and performance skills and effective use of technology.

INTERPRETATION:
As a teacher, I must integrate subject areas and content to all subjects. I need to use various aspects of the curriculum and a variety of strategies for higher order thinking, critical analysis and problem solving to help students learn beyond the literal level. Interdisciplinary lessons and integration of material can affect that easily. Finally, the use of technology can enhance performance skills by having students develop presentations of learned information through various written, visual, and oral media.

INDICATORS

KNOWLEDGE
• The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
• The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
• The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

SKILLS
• The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
• The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
• The teacher constantly monitors and adjusts strategies in response to learner feedback.
• The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
• The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical thinking.

DISPOSITIONS
• The teacher values the development of students’ critical thinking, independent problem solving, and performance capabilities.
• The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

SUGGESTED ARTIFACTS:
Assignments from Educ. Technology, application of multiple intelligences, lesson plans, web quest, drama, role playing, music, integrated unit plans. Lesson Plan that integrates content across the curriculum; article review on teaching problem solving, unit plans, evidence of field trips to museums, etc.
OKLAHOMA GENERAL COMPETENCIES
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5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

INTERPRETATION:
As a teacher, I need to take into account the motivation and interest I can create if the learning experiences are interesting, relevant, and tied to student interests and experiences. I need to provide opportunities for students to interact and react with and to each other as a part of learning. I must create a classroom with procedures and rewards for following those procedures. Classroom management is a key that will be reflected in that more students will be on task at all times.

INDICATORS

KNOWLEDGE
- The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- The teacher understands how social groups function and influence people, and how people influence groups.
- The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
- The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
- The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

SKILLS
- The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
- The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

DISPOSITIONS
- The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
• The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
• The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
• The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
• The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

SUGGESTED ARTIFACTS:
Classroom Management Plans, Positive notes for parents about students, Classroom Management assignments, observation journals, lesson plan (purpose and attention getters), web quest, cooperative learning lessons, hands-on activities in lessons, bulletin boards.
OKLAHOMA GENERAL COMPETENCIES
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6. The teacher develops a knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

INTERPRETATION:
As a teacher, good communication is very important. Communication is needed in order to gain and keep support for the activities in the classroom. This communication will foster collaboration between students, parents, and teachers. Education is a partnership among all stake holders and this partnership must be based on respect from all stake holders. I should do more than assign a chapter in the book, followed by a test, or have them take turns reading a chapter aloud, one paragraph and one student at a time. I must plan lessons for active research, cooperative and collaborative learning, and criticizing (in the true sense of positive and negative feedback) in the classroom.

INDICATORS

KNOWLEDGE
- The teacher understands communication theory, language development, and the role of language in learning.
- The teacher understands how cultural and gender differences can affect communication in the classroom.
- The teacher recognizes the importance of nonverbal as well as verbal communication.
- The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

SKILLS
- The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
- The teacher supports and expands learner expression in speaking, writing, and other media.
- The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
- The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation).
- The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

DISPOSITIONS
- The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
- The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- The teacher is a thoughtful and responsive listener.
- The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

SUGGESTED ARTIFACTS:
Classroom Newsletter; Cooperative Learning Groups Procedure Charts; Lesson Plan using cooperative groups; parent volunteer letter, web pages to communicate with parents, bulletin boards, power point, cooperative learning lessons, discussion lessons, e-mail, written notes to students, research paper, art research project: interdisciplinary unit, plan for project using various media
OKLAHOMA GENERAL COMPETENCIES
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7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

INTERPRETATION:
The teacher reviews the state competencies, the district and SPA curriculum, and his/her own knowledge of the teaching/learning process, and plans accordingly. S/he also analyzes assessment data to determine which students may have difficulty with the curriculum concepts and skills and plans teaching style and adaptation of materials accordingly, including possible re-teaching of material.

INDICATORS

KNOWLEDGE
- The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
- The teacher knows when and how to adjust plans based on student responses and other contingencies.

SKILLS
- As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- The teacher creates short-range and long-term plans that are linked to student needs and performances, and adapts the plans to ensure and capitalize on student progress and motivation.
- The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

DISPOSITIONS
- The teacher values both long term and short term planning.
- The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- The teacher values planning as a collegial activity.

SUGGESTED ARTIFACTS:
Syllabi, unit plans, and lesson plans that reflect knowledge of the SPA curriculum, with adjustments made for diverse students in the classroom, lesson plans highlighting good reflections, cooperative learning lessons, assessment plan, lesson plans with PASS competencies, lesson plans with modifications, examples of re-teaching due to assessment.
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8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

INTERPRETATION:
As a teacher, I must be knowledgeable about formal and informal assessment tools, about using guided and independent practice activities, about how to assess the results of such tools, and how to plan instruction accordingly to meet the intellectual, social, and physical development of the learner based on this assessment. This means that I must know levels of cognitive development, as well as stages of physical development.

INDICATORS

KNOWLEDGE
- The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

SKILLS
- The teacher appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
- The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

DISPOSITIONS
- The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- The teacher is committed to using assessment to identify student strengths and to promote student growth rather than to deny students access to learning opportunities.

SUGGESTED ARTIFACTS:
Copy of interpretation of standardized test scores for a hypothetical class, along with a plan for instruction for this diverse class, examples of Informal Reading Inventory Assessment sheets, unit plans with a variety of assessments, lesson plans, tests, rubrics, assessment project, Lesson Plans showing guided practice and independent practice.
OKLAHOMA GENERAL COMPETENCIES
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9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks out opportunities for continued professional growth.

INTERPRETATION:
As a teacher, I must continuously be conscious of my influence and effects on the community, the children I teach, their parents, and the patrons of the district. Every choice I make affects some or all of my community. I must keep up with new ideas and innovations in my field of expertise if effective learning is to take place. This requires membership in professional organizations, reading professional journals, and attending staff development workshops and professional conferences on a regular basis.

INDICATORS

KNOWLEDGE
- The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

SKILLS
- The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

DISPOSITIONS
- The teacher values critical thinking and self-directed learning as habits of mind.
- The teacher is committed to reflection, assessment, and learning as an ongoing process.
- The teacher is willing to give and receive help.
- The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

SUGGESTED ARTIFACTS:
A reflective paper describing attendance at a parent-teacher conference, evidence and a summary of attending a professional meeting or conference in my teaching area, evidence of workshop/in-service attendance, evidence of SOEA or other professional organization membership, evidence of volunteer work in communities, schools.
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10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

INTERPRETATION:
As a teacher, I must form an alliance with all the teachers in my school in order to plan what is best for students. This extends to the community and organizations beyond the school but who are actively involved in school life, such as booster clubs, civic clubs, and other groups in order to support students’ learning and well-being.

INDICATORS

KNOWLEDGE
- The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

SKILLS
- The teacher participates in collegial activities designed to make the entire school a productive learning environment.
- The teacher makes links with learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- The teacher identifies and uses community resources to foster student learning.
- The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
- The teacher talks with and listens to the students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- The teacher acts as an advocate for students.

DISPOSITIONS
- The teacher values and appreciates the importance of all aspects of a child's experience.
- The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
- The teacher is willing to work with other professionals to improve the overall learning environment for students.

SUGGESTED ARTIFACTS:
School board meeting paper, evidence of volunteering in community (church work, YMCA, Kids INC coaching,) and schools, proof of attendance at faculty meetings, plans for teaching an interdisciplinary unit that includes three or more subject areas, interviews with community members, evidence of trips to local museums or businesses.
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11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

INTERPRETATION:
As a teacher, I must help students look beyond the classroom to the day when they will apply what I am teaching today in the different subject areas. I must help students learn about different options for careers and to appreciate the skills and knowledge needed for those careers.

INDICATORS

KNOWLEDGE
- The teacher understands how an academic area relates to the world of work.
- The teacher understands the level of skills demanded in broad clusters of occupations related to their academic area.
- The teacher is aware of the range of career opportunities available to their students in their communities and state.
- The teacher understands how the economy impacts what is required of workers.

SKILLS
- The teacher infuses current career applications into the curriculum.
- The teacher accesses a variety of types of labor market information to stay current on the supply and demand of careers.
- The teacher relates academic areas to broad clusters of occupations.
- The teacher utilizes business, industry, community sources, and other school staff to assist in relating the academic curriculum to broad career clusters.

DISPOSITIONS
- The teacher values the impact that increasing students' career awareness can have on the relevance of learning.
- The teacher is willing to spend time interacting with large and small businesses and industry to understand how the academic areas relate to different clusters of occupations.
- The teacher is committed to seeking out new resources to assist students in their career development.

SUGGESTED ARTIFACTS:
Plans for holding a career fair at a local school, involving local businesses to speak to students, development of brochures for the students, and an essay in which the student discusses the possible careers in which s/he is interested, plans for giving aptitude and interest inventories to students, and from that, to help them look at their own abilities, aptitudes, and interests to choose a career, lesson plans about careers, special speakers, career bulletin boards.
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12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

INTERPRETATION:
As a teacher, I must continue to take classes, to read widely in professional journals, to attend conferences and conventions to keep up with new ideas about learning and about research in their fields. I must be willing to change with the times, and, therefore, be able to make learning more enjoyable and effective.

INDICATORS

KNOWLEDGE
• The teacher understands the importance of fostering a love of learning in students.
• The teacher understands that learning should be enjoyable to students and teachers.
• The teacher understands the importance of being flexible and of changing factors that would increase student learning and foster student development.

SKILLS
• The teacher models enthusiasm for learning.
• The teacher fosters enthusiasm in his/her students.
• The teacher adapts his/her methods and curriculum to fit the needs of students and society.

DISPOSITIONS
• The teacher values life-long learning and is committed to modeling continuous learning to his/her students.
• The teacher is committed to making the learning environment enjoyable.
• The teacher is willing to make appropriate changes that will benefit students' learning and development.

SUGGESTED ARTIFACTS:
Lesson Plans with hands-on experiences, fun activities, bulletin boards, power point games, review games, workshops, conferences, professional journal subscriptions, a research paper about how research in reading methodology has changed over the last 20 years and what it means for the classroom today, a project that examines new materials for the teaching of reading, with a comparison paper of four of those new materials, evidence of modifying lesson plans based upon current events, new evidence, or student interests.
OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

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

INTERPRETATION:
As a teacher, I must be aware of my legal responsibilities to students’ rights, to parents’ rights, and to the school as a whole if I am to be responsible in planning and delivering instruction safely, effectively, and legally.

INDICATORS

KNOWLEDGE
- The teacher understands and implements laws related to students' rights and teachers' responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).
- The teacher understands the rights and procedural safeguards of students with disabilities related to identification, evaluation, placement and the provision of a free and appropriate public education.
- The teacher understands school policy related to students, teachers and staff.

SKILLS
- The teacher demonstrates a general knowledge of the organizational and political structure of education including fundamental principles of school law and the political and dynamic structure of a typical school system.
- The teacher conducts him/herself in a professional manner and upholds legal principles and school policy.
- The teacher provides a safe environment and implements appropriate supervision of students.

DISPOSITIONS
- The teacher respects the privacy of students and confidentiality of information.
- The teacher is concerned about the rights of the students and is willing to seek out opportunities that are in the best interest in her/his students well being.
- The teacher values all individuals that are part of the learning process (students, parents, teachers, staff and administrators).

SUGGESTED ARTIFACTS:
An IEP form from which the candidate selects the classroom teacher’s responsibility and discusses how s/he will adapt instruction from the plan, case studies with reflections, permission forms from parents, copyright laws, discipline plan, internet usage form
OKLAHOMA GENERAL COMPETENCIES
FOR TEACHER LICENSURE AND CERTIFICATION

14. The teacher understands the Oklahoma core curriculum and is able to develop instructional strategies/plans based on Priority Academic Student Skills (PASS).

INTERPRETATION:
As a teacher, I must have an understanding of the components of the Oklahoma core curriculum (PASS) and be able to develop unit and lesson plans in order to deliver this knowledge and skills to my students.

INDICATORS

KNOWLEDGE
• The teacher understands the Priority Academic Student Skills for his/her specialty area.

SKILLS
• The teacher writes goals and objectives that incorporate PASS criteria.
• The teacher develops lesson plans and units that implement PASS criteria.
• The teacher applies integrated curriculum concepts related to PASS criteria.

DISPOSITIONS
• The teacher is committed to supporting the Oklahoma core curriculum.
• The teacher values integrating the PASS criteria into learning activities and plans.

SUGGESTED ARTIFACTS:
Lesson Plans or Unit Plans with PASS competencies
OKLAHOMA GENERAL COMPETENCIES
FOR TEACHER LICENSURE AND CERTIFICATION

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

INTERPRETATION:
In order to be an effective teacher, I must understand the criteria for that performance. I must be able to deliver instruction that is meaningful, clear, and motivational. I must be able to organize activities and assess their effectiveness in teaching the aspects of the curriculum I have chosen for that lesson that week or that day. I must understand how these criteria are evaluated so that I can adjust instruction accordingly.

INDICATORS

KNOWLEDGE
- The teacher understands the Oklahoma Criteria for Effective Teaching Performance.
- The teacher is aware that the Oklahoma Criteria for Effective Teaching Performance is used as minimum criteria for evaluating teachers in Oklahoma.

SKILLS
- The teacher develops lesson plans relative to short-term and long-term objectives.
- The teacher demonstrates time on task in the classroom.
- The teacher defines expected behavior to students.
- The teacher establishes good rapport with students.
- The teacher shows how the present topic is related to those topics that have been taught or that will be taught.
- The teacher relates subject topics to existing student experiences.
- The teacher involves all learners.
- The teacher teaches the objectives through a variety of methods
- The teacher gives clear directions.
- The teacher models the desired skills.
- The teacher monitors student progress.
- The teacher changes instruction as the result of monitoring.
- The teacher requires students to practice newly learned skills.
- The teacher provides for independent practice.
- The teacher summarizes and fits into context what has been taught.
- The teacher maintains a written record of student progress.
- The teacher uses grading patterns that are fairly administered and based on identified criteria.
- The teacher demonstrates student mastery of stated objectives through projects, performances, assignments, and test scores.

DISPOSITIONS
- The teacher values effective teaching and seeks opportunities to incorporate such practices into his/her classroom environment.
- The teacher values the teacher evaluation process and seeks out and responds to feedback from that process.

SUGGESTED ARTIFACTS:
Lesson plans demonstrating criteria competencies, public school teacher evaluations, university supervisors’ observations, field experience journals that address criteria, student work from Internship
indicating the candidate’s effectiveness in teaching the lesson plans used, including a reflection of these lessons to compare with the students’ performance and assessment.

**Primary Sources of Competencies**


Competencies 11-13 were developed as a result of input from Oklahoma educators.

Competencies 14 and 15 are based on Oklahoma law.

**Representation of development committee:** elementary teachers including Teacher of the Year finalists, elementary principals, and professors of teacher education.

**Additional Sources:**

Information from the National Council for Accreditation of Teacher Education (NCATE) Elementary Education Task Force

Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)
Appendix B

Rubric for Assessment of Candidate Interview

During the first portfolio review, the committee will conduct an interview with the teacher candidate. The committee will use the form on the next page to assess the teacher candidate’s performance.
### Criteria

<table>
<thead>
<tr>
<th></th>
<th>3-Acceptable</th>
<th>2-Needs Improvement</th>
<th>1-Unacceptable</th>
</tr>
</thead>
</table>
| **Appearance**      | - Overall neat appearance  
                     | - Choice in clothing is acceptable  
                     | - Well groomed (ex. Shirt tucked in, jewelry blends with clothing, minimal wrinkles) | - Appearance is somewhat untidy  
                     | - Choice in clothing is inappropriate (shirt un-tucked, tee-shirt, too much jewelry, etc.)  
                     | - Grooming attempt is evident | - Overall appearance is untidy  
                     | - Choice in clothing is inappropriate for any interview (torn unclean, wrinkled)  
                     | - Poor grooming |
| **Greeting**        | - Acceptable behavior, well mannered, professionalism shown at all times  
                     | - Courteous to all involved in interview | - Unacceptable behavior and language  
                     | - Used typical (not professional at all times) behavior and language – did modify behavior to fit the interview  
                     | - Less than courteous to all involved in interview | - Unfriendly and/or not courteous to all involved in interview |
| **Communication**   | - Showed interest throughout the interview  
                     | - Spoke clearly  
                     | - Minimal mistakes in sentence structure and grammar  
                     | - Volume is appropriate | - Showed some interest  
                     | - Speech was unclear – lapses in sentence structure and grammar  
                     | - Volume is uneven (varied) | - Presentation shows lack of interest  
                     | - Speaking is unclear – very difficult to understand message of what is being said (ex. mumbling)  
                     | - Volume is inappropriate for interview (ex. spoke too loudly, too softly) |
| **Body Language**   | - Minimal fidgeting (ex. occasionally shifting)  
                     | - Acceptable eye contact  
                     | - No slouching, or quickly correcting self | - Fidgeted (ex. movement of hands and feet frequently)  
                     | - Eye contact is made intermittently  
                     | - Occasionally slouching | - Fidgeted (ex. constant movement of hands and feet)  
                     | - Lack of eye contact  
                     | - Slouching all the time |
| **Responding to Questions** | - Questions answered with forethought  
                     | - Answered questions | - Questions answered with some forethought  
                     | - Attempted to answer questions | - No forethought shown to questions  
                     | - Did not attempt to answer questions |

**Comments:**

---

Pass / Fail (circle one)

SIGNATURE of Chair: __________________________ (give form to Field Placement Director)
Appendix C

Rubric for Assessment of Artifacts for Mid-Term and Final Portfolio Reviews

The rubric on the following pages is representative of the rubric used in Foliotek and will be used to assess the included artifacts for the teacher candidate’s mid-term and final portfolio reviews.
MID-TERM AND FINAL PORTFOLIOS ARTIFACT RUBRIC
OKLAHOMA PANHANDLE STATE UNIVERSITY
TEACHER EDUCATION PROGRAM

NAME___________________________ DATE___________CHAIR REVIEW 2______________

ID#_____________________________ DATE___________CHAIR REVIEW 3______________

SEX ______M _________F OVERALL ARTIFACT SCORE(2)___________

OVERALL ARTIFACT SCORE(3)___________

The following rubric will be used to assess the artifacts included for the Mid-term and Final portfolio reviews. (Additional assessment information may be included with specific competencies)

The Overall Score for each competency should be entered ONLY when both artifacts are present. The Overall Score cannot be higher than the lowest score of Artifact 1, Artifact 2, and/or the Competency Interpretation. The justifications of the artifacts are scored with the artifacts.

<table>
<thead>
<tr>
<th>TARGET - 3</th>
<th>ACCEPTABLE - 2</th>
<th>UNACCEPTABLE - 1</th>
<th>0-NOT ADDRESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTIFACTS DEMONSTRATE SUPERIOR PROFICIENCY OF ALL MAJOR ATTRIBUTES OF THE OKLAHOMA GENERAL COMPETENCIES.</td>
<td>ARTIFACTS DEMONSTRATE PROFICIENCY IN MOST ATTRIBUTES OF THE OKLAHOMA GENERAL COMPETENCIES.</td>
<td>ARTIFACTS FAIL TO DEMONSTRATE PROFICIENCY OF THE OKLAHOMA GENERAL COMPETENCIES.</td>
<td>THE STUDENT CHOSE NOT TO ADDRESS THIS COMPETENCY FOR THEIR MID-LEVEL REVIEW.</td>
</tr>
</tbody>
</table>

COMPETENCY 1

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

<table>
<thead>
<tr>
<th>Overall Score of Competency 1</th>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifact #1</td>
<td></td>
<td>TARGET – 3</td>
<td>ACCEPTABLE – 2</td>
<td>UNACCEPTABLE – 1</td>
</tr>
<tr>
<td>Review #2 Comments</td>
<td></td>
<td>Reflects All Aspects of the Content and Methods of Inquiry as Appropriate to the Discipline</td>
<td>Minimally Reflects Content and Methods of Inquiry as Appropriate to the Discipline</td>
<td>Does Not Reflect Content and Methods of Inquiry as Appropriate to the Discipline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact #2</th>
<th>Review #3 Comments</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
## COMPETENCY 2

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

<table>
<thead>
<tr>
<th>Overall Score of Competency 2</th>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Reflects All Cognitive Constraints of the Levels of Development.</td>
<td>• Reflects some cognitive constraints of the levels of development.</td>
<td>• Does Not Reflect Cognitive Constraints of the Levels of Development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Examples are Appropriate to the all Developmental Levels.</td>
<td>• Examples are appropriate to developmental levels in the candidate’s area of certification (ie.: pk-8, 5-8, 7-12, pk-12).</td>
<td>• Examples are Not Appropriate to Developmental Levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Examples Reflect All Three Areas (Intellectual, Social, and Physical) as Appropriate to the Discipline.</td>
<td>• Examples reflect all three areas (Intellectual, social, and physical) as appropriate to the discipline.</td>
<td>• Reflect less than three of the Areas (Intellectual, Social, and Physical) as Appropriate to the Discipline.</td>
</tr>
</tbody>
</table>

Artifact #1 | Review #2 Comments |
Artifact #2 | Review #3 Comments |

## COMPETENCY 3

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

<table>
<thead>
<tr>
<th>Overall Score of Competency 3</th>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Reflects the ability to use a minimum of three diverse approaches to learning</td>
<td>• Contains fewer than three diverse approaches and/or</td>
<td>• Does not include evidence of knowledge of diverse approaches to learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Indicates ways to accommodate individual differences</td>
<td>• Does not indicate more than one way to accommodate individual differences of learners</td>
<td>• Does not include ways to accommodate individual differences of learners</td>
</tr>
</tbody>
</table>

Artifact #1 | Review #2 Comments |
Artifact #2 | Review #3 Comments |
COMPETENCY 4

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

<table>
<thead>
<tr>
<th>Overall Score of Competency 4</th>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
</table>
|                               |       | **Includes at least three instructional strategies, one of which includes use of technology** | **Includes at least 2 instructional strategies, and includes use of technology** | **Does not include varied instructional strategies.**
| Artifact #1                   | Review #2 Comments | | | |
| Artifact #2                   | Review #3 Comments | | | |

COMPETENCY 5

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

<table>
<thead>
<tr>
<th>Overall Score of Competency 5</th>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Artifacts include multiple strategies to promote learning and social interaction</strong></td>
<td><strong>Artifacts include minimal strategies to promote learning and social interaction</strong></td>
<td><strong>Artifacts do not demonstrate strategies to promote learning or social interaction</strong></td>
</tr>
<tr>
<td>Artifact #1</td>
<td>Review #2 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact #2</td>
<td>Review #3 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COMPETENCY 6
The teacher develops a knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

<table>
<thead>
<tr>
<th>Overall Score of Competency 6</th>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Artifacts use three different examples of use of varied communication techniques, as appropriate to the discipline.</td>
<td>• Artifacts contain at least two different communication techniques and techniques are appropriate to the discipline.</td>
<td>• Artifacts do not reflect different communication techniques • Artifacts are not appropriate to the discipline.</td>
</tr>
<tr>
<td>Artifact #1</td>
<td>Review #2 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact #2</td>
<td>Review #3 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Overall Score of Competency 7</th>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Artifacts demonstrate an understanding of curriculum goals. • Artifacts clearly show assessment, reflection, and adaptation as needed. • Artifacts show that lesson plans are based on reflective practice.</td>
<td>• Artifacts reflect minimal use of assessment, reflection, and adaptation as needed and an understanding of curriculum goals.</td>
<td>• Artifacts do not reflect an understanding of curriculum goals, or • Does not include a use of assessment, reflection, and adaptation, and/or • Fewer than two artifacts are included.</td>
</tr>
<tr>
<td>Artifact #1</td>
<td>Review #2 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact #2</td>
<td>Review #3 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### COMPETENCY 8

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

<table>
<thead>
<tr>
<th>Overall Score of Competency 8</th>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Artifacts demonstrate a variety of at least three assessments strategies and techniques that are appropriate to the discipline.</td>
<td>• Minimum of two assessment strategies and techniques are included.</td>
<td>• Fewer than two assessment strategies are included, or Strategies do not fit the discipline.</td>
</tr>
<tr>
<td>Artifact #1</td>
<td>Review #2 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact #2</td>
<td>Review #3 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COMPETENCY 9

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

<table>
<thead>
<tr>
<th>Overall Score of Competency 9</th>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Artifacts demonstrate exceptional use of evaluation, modification when needed, and There is clear evidence of professional growth.</td>
<td>• Artifacts minimally demonstrate use of evaluation, modification, or There is minimal evidence of professional growth.</td>
<td>• Artifacts do not demonstrate use of evaluation, modification, or There is no evidence of professional growth.</td>
</tr>
<tr>
<td>Artifact #1</td>
<td>Review #2 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact #2</td>
<td>Review #3 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COMPETENCY 10

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

<table>
<thead>
<tr>
<th>Overall Score of Competency 10</th>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Artifacts include multiple evidences of positive interaction as appropriate to the discipline and community</td>
<td>• Artifacts demonstrate minimal positive interaction appropriate to the discipline or community.</td>
<td>• Artifacts do not demonstrate positive interaction appropriate to the discipline or community.</td>
</tr>
<tr>
<td>Artifact #1</td>
<td>Review #2 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact #2</td>
<td>Review #3 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMPETENCY 11

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

<table>
<thead>
<tr>
<th>Overall Score of Competency 11</th>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Artifacts demonstrate multiple presentations for students about a variety of career opportunities as they relate to the academic curricula as offered in their school.</td>
<td>• Artifacts demonstrate a single presentation for students about a variety of career opportunities as they relate to the academic curricula in their school.</td>
<td>Artifacts do not demonstrate a presentation for students about a variety of career opportunities as they relate to the academic curricula in their school.</td>
</tr>
<tr>
<td>Artifact #1</td>
<td>Review #2 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact #2</td>
<td>Review #3 Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COMPETENCY 12

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

<table>
<thead>
<tr>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score of Competency 12</td>
<td>• Artifacts demonstrate an understanding of each of the three major concepts in the competency and include multiple examples of each.</td>
<td>• Artifacts demonstrate an understanding of each of the three major concepts in the competency and include an example of each.</td>
<td>• Artifacts demonstrate an understanding of fewer than three concepts of the competency or a lack of understanding of the concepts.</td>
</tr>
</tbody>
</table>

Artifact #1 | Review #2 Comments

Artifact #2 | Review #3 Comments

COMPETENCY 13

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

<table>
<thead>
<tr>
<th>Score</th>
<th>TARGET – 3</th>
<th>ACCEPTABLE – 2</th>
<th>UNACCEPTABLE – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score of Competency 13</td>
<td>• Artifacts demonstrate an understanding of all legal aspects of teaching listed in the competency and includes application of that understanding.</td>
<td>• Artifacts demonstrate an understanding of fewer than the three legal rights listed in the competency.</td>
<td>• Artifacts demonstrate an understanding of fewer than two of the legal rights listed in the competency.</td>
</tr>
</tbody>
</table>

Artifact #1 | Review #2 Comments

Artifact #2 | Review #3 Comments
## COMPETENCY 14

The teacher understands the Oklahoma core curriculum and is able to develop instructional strategies/plans based on Priority Academic Student Skills (PASS).

<table>
<thead>
<tr>
<th>Overall Score of Competency 14</th>
<th>Score</th>
<th>TARGET – 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Artifacts include multiple varied instructional strategies/plans as appropriate to the discipline.</td>
</tr>
<tr>
<td></td>
<td>ACCEPTABLE – 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Artifacts include minimal instructional strategies/plans, or Instructional strategies/plans are minimally varied, or Instructional strategies/plans minimally fit the discipline.</td>
</tr>
<tr>
<td></td>
<td>UNACCEPTABLE – 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Artifacts include fewer than two Instructional strategies/plans Instructional strategies/plans are not varied, or Instructional strategies/plans do not fit the discipline.</td>
</tr>
</tbody>
</table>

Artifact #1 | Review #2 Comments

Artifact #2 | Review #3 Comments

## COMPETENCY 15

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

<table>
<thead>
<tr>
<th>Overall Score of Competency 15</th>
<th>Score</th>
<th>TARGET – 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Artifacts show clear evidence of incorporation of the criteria into instructional strategies.</td>
</tr>
<tr>
<td></td>
<td>ACCEPTABLE – 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Artifacts show minimal evidence of incorporation of the criteria into instructional strategies.</td>
</tr>
<tr>
<td></td>
<td>UNACCEPTABLE – 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Artifacts do not show evidence of incorporation of the criteria into the instructional strategies.</td>
</tr>
</tbody>
</table>

Artifact #1 | Review #2 Comments

Artifact #2 | Review #3 Comments
ADDITIONAL COMMENTS FOR PORTFOLIO REVIEW #2

AT 2ND REVIEW ALL COPIES REMAIN IN STUDENT’S FOLDER

ADDITIONAL COMMENTS FOR PORTFOLIO REVIEW #3

FOLLOWING 3RD REVIEW, WHITE COPY REMAINS IN STUDENT’S FOLDER—PINK COPY GOES TO STUDENT—YELLOW COPY GOES TO PORTFOLIO CHAIR

REVISED 10/18/11
Appendix D

Plan of Improvement

The form on the next page will be used following any of the teacher candidate’s portfolio reviews if the portfolio committee identifies deficiencies in the review process.
Plan of Improvement

Oklahoma Panhandle State University
Teacher Education Program

Semester  FA_____ SP_____

Candidate Name_________________________ ID #____________________ Date____________________

Teaching Area: ___Elementary ___Secondary(Subject__________________)

Weaknesses                      Steps for Remediation
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________

Date for follow-up assessment:
(Time and location of follow-up assessment determined by teacher candidate and supervising teacher or committee chair)

Teacher Candidate Signature  Supervising Teacher or Committee Chair Signature  Date

(Teacher candidate signature signifies the reception of this document, but not necessarily agreement)

Follow-up Assessment
This plan of improvement has been:  

_____Fully accomplished  

_____Partially accomplished  

_____Not accomplished  

Recommendation to Dean of Education following Plan of Improvement:

_____Continuation in program

_____Additional Plan of Improvement

_____Dismissal from OPSU Teacher Education Program

Teacher Candidate Signature  Supervising Teacher or Committee Chair Signature  Date

(Teacher candidate signature signifies the reception of this document, but not necessarily agreement)


Appendix E

Master Rubric Form

The following page contains the rubric that is to remain in the teacher candidate’s permanent folder and will serve as the master form for recording assessments of all portfolio reviews. This will also present a final assessment score.
# Master Rubric Form

Candidate Name____________________________    Overall Portfolio Score________

Dean of Education___________________________  _______

  (signature)  (date)

(3) Target       (2) Acceptable       (1) Unacceptable

<table>
<thead>
<tr>
<th>Rubrics</th>
<th>Score</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## The Nine Components for Portfolio Review:

Does the portfolio reflect opportunities for the teacher candidate to:

<table>
<thead>
<tr>
<th>Component</th>
<th>Artifact(s)</th>
<th>Review Number?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet the competencies approved by the Oklahoma State Board of Education?</td>
<td>Section two and three of the portfolio</td>
<td></td>
</tr>
<tr>
<td>2. Begin portfolio development early in their program?</td>
<td>Field Experience logs; Interview</td>
<td></td>
</tr>
<tr>
<td>3. Relate principles and theories to actual practice?</td>
<td>Peer evaluations for micro-teaching assignments, evaluations from cooperating teachers and university supervisors</td>
<td></td>
</tr>
<tr>
<td>4. Observe and practice in a variety of communities, with students who are from different age groups, are culturally diverse, and represent exceptional populations?</td>
<td>Field Experience logs</td>
<td></td>
</tr>
<tr>
<td>5. Observe and practice in a variety of school settings?</td>
<td>Field Experience logs and internship evaluations</td>
<td></td>
</tr>
<tr>
<td>6. Interact with a variety of teaching styles in the program and in school settings?</td>
<td>Field Experience logs and internship evaluations</td>
<td></td>
</tr>
<tr>
<td>7. Receive peer and faculty feedback on their field performances during the program?</td>
<td>Peer evaluations for micro-teaching assignments, evaluations from cooperating teachers and university supervisors</td>
<td></td>
</tr>
<tr>
<td>8. Have involvement with parents, families, and communities?</td>
<td>Evidence of parent-teacher meetings</td>
<td></td>
</tr>
<tr>
<td>9. Exhibit effective teaching in a given school setting?</td>
<td>Evaluations from cooperating teachers and university supervisors</td>
<td></td>
</tr>
</tbody>
</table>
Appendix F

Academic Honesty Statement

The following form will be completed as the candidate initiates his/her Foliotek account.
Academic Honesty Statement

The Oklahoma Panhandle State University General Catalog states, “Academic misconduct includes cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempts to engage in such acts.”

Anyone engaged in academic misconduct, as defined above, with relationship to the creation of a teacher candidate’s portfolio, will be removed from the OPSU Teacher Education Program and will receive failing grades in all currently enrolled “education” classes.

I have read and understand the Academic Honesty Policy. The material contained in this portfolio is my work. None of the artifacts were created by another individual. Where the item is a product of group work or collaboration, I have indicated that and have identified my contribution to the project.

For confidentiality purposes, any names of students have been changed or deleted. Where that was not possible (photos, video, etc.), I have secured the appropriate release forms.

I understand that this policy must be adhered to throughout the development of my portfolio.

Teacher Candidate Name________________________________________
Teacher Candidate Signature____________________________________
Date_______________
Appendix G

Permission to View Portfolio

The following form will be completed as the candidate initiates his/her Foliotek account.
Permission to View Portfolio

I give permission to the Oklahoma Panhandle State University Teacher Education Program, the Oklahoma State Department of Education, the Oklahoma Commission for Teacher Preparation, the National Council for the Accreditation of Teacher Education, and all other national and state accreditation personnel to read and reprint, if necessary, the material found in this portfolio.
Appendix H

Oklahoma Panhandle State University
Teacher Education Program
Professional Code of Ethics

The following form will be completed as the candidate initiates his/her Foliotek account.
Oklahoma Panhandle State University
Teacher Education Program
Professional Code of Ethics

Oklahoma Panhandle State University (OPSU) is proud of its contributions to the education of Oklahoma’s students and its leadership in the preparation of teachers. The OPSU Teacher Education Program (TEP) confirms this leadership. This warranty ensures those candidates who complete programs and their hiring school districts that all OPSU graduates can meet the expectations outlined in the Oklahoma General Teaching Competencies. OPSU believes that its candidates in the education programs should match its commitment to quality. Competent educators are fundamental to our national well-being. They provide our society with its great leaders and productive, concerned citizens so necessary to the vitality of our democracy.

All candidates seeking admission to TEP preparation are asked to sign the agreement below. Any behavior that violates OPSU’s Professional Code of Ethics may put at risk a candidate’s admission to or completion of the teacher preparation program. By signing this agreement, candidates demonstrate their commitment to become effective educators and contributing professionals in the global community.

The teacher candidate must strive to help each student realize his or her potential as a worthy and effective member of society. The candidate must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to students, I, the undersigned,

1. Shall support students in independent action in the pursuit of learning;
2. Shall provide students with reasonable access to varying points of view;
3. Shall refrain from deliberately suppressing or distorting subject matter;
4. Shall make reasonable efforts to protect students from conditions harmful to learning or to health and safety;
5. Shall refrain from intentionally exposing students to embarrassment or ridicule;
6. Shall fairly and without bias regarding ethnicity, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, sexual orientation, or socioeconomic status
   a. Encourage students’ participation in any program
   b. Provide benefits to all students, and
   c. Offer opportunities to all students;
7. Shall refrain from imposing personal religious, cultural, or political views upon students;
8. Shall not use professional relationships with students for private advantage; and
9. Shall protect the students' rights to privacy and confidentiality unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

____________________  ______________________
Name                                               Signature
Appendix I

Oklahoma Panhandle State University
Teacher Education Program
Criminal History Disclosure Statement

The following form will be completed as the candidate initiates his/her Foliotek account.
CRIMINAL HISTORY DISCLOSURE STATEMENT
AND STATEMENT OF INTENT

Pursuant to legislation, Title 70 O.S. 1991, 3-104 & 3-104.1, every applicant is required to answer each of the following questions.

1. During the preceding ten-year period, have you been convicted of a felony?  Yes  No

2. During the preceding ten-year period, have you been convicted of a crime involving moral turpitude?  Yes  No

3. Have you ever been convicted in Oklahoma, whether upon a verdict or plea of guilty or upon a plea of no lo contendo (no contest), or received a suspended sentence for a crime or attempt to commit a crime which is considered sexually related in nature?  Yes  No

4. Have you ever been convicted, received a suspended sentence, or received a deferred judgment for a crime or attempted crime that was considered sexually related in nature in any other state or jurisdiction?  Yes  No

5. Have you ever had an adverse action taken against any educator’s certificate or license in Oklahoma or any other state or jurisdiction?  Yes  No

6. Is any action now pending against you for alleged misconduct in any school district, court or before any educator licensing agency in Oklahoma or any other state or jurisdiction?  Yes  No

7. Do you currently have any outstanding criminal charges or warrants of arrest pending against you in Oklahoma or any other state or jurisdiction?  Yes  No

If the answer to any of the preceding questions is “yes” state on a separate sheet of paper the nature of the charge, and in what court or jurisdiction you were charged/convicted.

The Oklahoma State Department of Education requires state and national (fingerprint-based) felony background checks on any applicant. A background check will be at the expense of the applicant.

________________________________________  _____________
Signature      Date
Appendix J

Application forms for

Admission to the OPSU Teacher Education Program

and for

Admission to the Professional Semester

These forms are available on-line at:

http://www.opsu.edu/education/ApplicationForms.htm
Complete this form and bring it to the Education office by the first Monday following Fall Break or March 31 of the respective semester. After this application form is processed, your name will be submitted to Foliotek to set up your online portfolio. Foliotek will be sending you an e-mail (at your OPSU e-mail address) to activate your account. You will be required to activate your account and complete your first portfolio prior to your first review.

First Name __________________________ Last Name __________________________
CWID # __________________________ Date of Birth enter as m/d/yy

Certification Information
☐ Elementary ☐ Music ☐ Secondary
Secondary subject area __________________________

Personal Information
Current Address __________________________ Current Phone __________________________
Current City __________________________ Current State __________________________ Current Zip __________________________

Permanent Address __________________________ Permanent Phone __________________________
Permanent City __________________________ Permanent State __________________________ Permanent Zip __________________________

OPSU e-mail address __________________________
Personal e-mail address __________________________

Name of High School __________________________ Date of HS Gradation (Month/Year) __________________________
Location of High School
City __________________________ County __________________________ State __________________________
Advisor __________________________ If other: __________________________

Please enter the names of the three people to whom recommendation forms were given:
Name: __________________________
Name: __________________________
Name: __________________________

Please list previous experiences working with children or youth (i.e., Sunday School, summer camp, substitute teaching, etc.). You may submit a resume with this application if desired.

You will need to put your name and ID# on the recommendation form, print three copies, and give them to the faculty from whom you are seeking recommendations.

Please print this form and sign it below. It must be turned in to the Education office by the first Monday following Fall Break or March 31 of the respective semester.

Date __________________________
Signature __________________________
RECOMMENDATION FORM for Admission to the TEP

Name: 

Colid #: 

Oklahoma Panhandle State University
School of Education

Teacher Education Recommendation Form

Note on confidentiality: Applicants will not have access to their application records. Pursuant to the Family Rights and Privacy Act of 1974, these records are temporary. After the process is complete, these forms do not become part of the student's permanent educational record.

Instructions: Please circle 3, 2, 1 or N/O for each statement.
3 = Strongly Agree; 2 = Agree; 1 = Disagree; N/O = Not Observed.

<table>
<thead>
<tr>
<th>Statement</th>
<th>3 2 1</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates good work habits (good attendance, punctuality, time management, neat/orderly, develops goals and strong work ethic, values others' time, appropriate hygiene &amp; dress)</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Demonstrates a positive attitude and love of learning</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Displays confidence in his/her own knowledge and skills</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Honest and trustworthy</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Self-reliant and demonstrates problem-solving behavior</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Appreciates and shows empathy for the worth and diversity of all humans</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Aware of ethical, political, social and environmental issues and obligations</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Prepared for class</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Submits completed, acceptable assignments</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Participates in class discussions</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Works cooperatively with peers</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Demonstrates an appropriate level of energy to work with students</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Communicates effectively--verbal</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Communicates effectively--written</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Respects authority</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Shows ability and willingness to adapt to planned and unplanned aspects of teaching/learning</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Speaks/Acts with forethought</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Exhibits ability to work independently</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Uses humor appropriately</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Maintains self-control</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Accepts and acts upon constructive criticism</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Takes the initiative to do more than minimal requirements</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Seeks help when failing to understand</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
<tr>
<td>Manifests qualities appropriate to work with public school students</td>
<td>3 2 1</td>
<td>N/O</td>
</tr>
</tbody>
</table>

In what capacity do you know the applicant? 

Advisee 

Student 

Other (explain below)

If you have taught the applicant, please list courses taught: 

______________________________

Signature of Evaluator 

Department 

Date 

Comments:

______________________________

Return to Ms. Jennie Mayer, Field Placement Director, in HMH 123 by Mar. 31 (spring) or Nov. 1 (fall).
# Oklahoma Panhandle State University
## Teacher Education Program
### Teaching Internship Application

**Application for Admission to Internship (Student Teaching)**

Completed applications must be turned into the Education Office, 123 Hamilton Hall, prior to March 1. **Applications will not be accepted after March 1.** Internship assignment will be completed in full near the end of the spring semester prior to teaching internship.

The Field Placement Director (FPD) will notify teaching internship candidates of their placement in writing as soon as decisions are made.

Several important factors help to determine the placement of teaching interns such as: site and location of public school, distance from CPSU, cooperation of public school personnel, etc. The FPD will take placement preferences into consideration. However, the final decision regarding internship placement is at the discretion of the Dean of Education working through the FPD.

If, for any reason, you decide to withdraw from your teaching internship, please notify the field placement director as soon as possible. This will allow the FPD to notify the school in which you have been placed, so that they do not expect you. It also will help to maintain good relations with the schools, and make things easier if you intend to re-apply for teaching internship at a later date.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
</tr>
</thead>
</table>

**Certification Information**

- [ ] Elementary  
- [ ] HPER  
- [ ] Secondary  
- [ ] Secondary subject area

| Proposed Semester of Internship: FA | SP |

**Personal Information**

<table>
<thead>
<tr>
<th>Internship Address</th>
<th>Internship Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship City</td>
<td>Internship State</td>
</tr>
<tr>
<td>Internship Zip</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Permanent Address</th>
<th>Permanent Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent City</td>
<td>Permanent State</td>
</tr>
<tr>
<td>Permanent Zip</td>
<td></td>
</tr>
</tbody>
</table>

**OPSU e-mail address**

**Personal e-mail address**

**Emergency Information**

<table>
<thead>
<tr>
<th>Contact Name</th>
<th>Contact Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Address</td>
<td>Contact City</td>
</tr>
<tr>
<td>Contact State</td>
<td>Contact Zip</td>
</tr>
</tbody>
</table>

Do you anticipate working part-time during your Internship?  

- [ ] Yes  
- [ ] No

If yes, what type of work?  

| Location | Hrs. per wk. |

Please enter the names of the three people to whom recommendation forms were given:

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDATION FORM for Admission to Professional Semester

Placement Preferences:

List School Choice in Order of Preference:  
1st Choice:  
2nd Choice:  
3rd Choice:  

List Grade Level Choice in Order of Preference:  
1st Choice:  
2nd Choice:  
3rd Choice:  

List elementary, junior highs, and high schools which you attended or from which you graduated; colleges and universities attended, and any degrees earned.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Location</th>
<th>Dates Attended</th>
<th>Diploma / Degree Earned i.e., (HS Diploma, AA Degree)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list the name, relationship, school, grade level, and teacher’s name of all family members attending public schools, as well as all family member, and their position, who work in any area schools.

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>School</th>
<th>Position (if applicable)</th>
<th>Grade Level (if applicable)</th>
<th>Teachers’ Name (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please discuss any additional factors that may affect your placement.

Remember, you will not be placed in an Internship in which you will teach a member of your family, nor one in which you will be supervised by a member of your family.

Have you passed your OSAT exam(s)  ☐ Yes  ☐ No  
If Yes, list the exams passed:

If No, please explain:

Please sign and submit to Education Office by March 1st.
Your second portfolio review will take place the semester prior to your Internship.

Signature: ___________________ Date: ________

If Other: ___________________
Internship Recommendation Form

Note on confidentiality: Applicants will not have access to their application records. Pursuant to the Family Rights and Privacy Act of 1974, these records are temporary. After the process is complete, these forms do not become part of the student’s permanent educational record.

Instructions: Please circle 3, 2, 1 or N/O for each statement.
3 = Strongly Agree; 2 = Agree; 1 = Disagree; N/O = Not Observed.

| Demonstrates good work habits (good attendance, punctuality, time management, neat/orderly, develops goals and strong work ethic, values others' time, appropriate hygiene & dress) | 3 | 2 | 1 | N/O |
| Demonstrates a positive attitude and love of learning | 3 | 2 | 1 | N/O |
| Displays confidence in his/her own knowledge and skills | 3 | 2 | 1 | N/O |
| Honest and trustworthy | 3 | 2 | 1 | N/O |
| Self-reliant and demonstrates problem-solving behavior | 3 | 2 | 1 | N/O |
| Appreciates and shows empathy for the worth and diversity of all humans | 3 | 2 | 1 | N/O |
| Aware of ethical, political, social and environmental issues and obligations | 3 | 2 | 1 | N/O |
| Prepared for class | 3 | 2 | 1 | N/O |
| Submits completed, acceptable assignments | 3 | 2 | 1 | N/O |
| Participates in class discussions | 3 | 2 | 1 | N/O |
| Works cooperatively with peers | 3 | 2 | 1 | N/O |
| Demonstrates an appropriate level of energy to work with students | 3 | 2 | 1 | N/O |
| Communicates effectively--oral | 3 | 2 | 1 | N/O |
| Communicates effectively--written | 3 | 2 | 1 | N/O |
| Respects authority | 3 | 2 | 1 | N/O |
| Shows ability and willingness to adapt to planned and unplanned aspects of teaching/learning | 3 | 2 | 1 | N/O |
| Speaks/Acts with forethought | 3 | 2 | 1 | N/O |
| Exhibits ability to work independently | 3 | 2 | 1 | N/O |
| Uses humor appropriately | 3 | 2 | 1 | N/O |
| Maintains self-control | 3 | 2 | 1 | N/O |
| Accepts and acts upon constructive criticism | 3 | 2 | 1 | N/O |
| Takes the initiative to do more than minimal requirements | 3 | 2 | 1 | N/O |
| Sought help when failing to understand | 3 | 2 | 1 | N/O |
| Manifests qualities appropriate to work with public school students | 3 | 2 | 1 | N/O |

Do you recommend this candidate be accepted for the Internship? _____ Yes _____ No

Comments

In what capacity do you know the applicant? _____ Adivee _____ Student _____ Other (explain below)

If you have taught the applicant, please list courses taught.

Signature of Evaluator __________________________ Name of Department __________________________ Date __________

Return to Ms. Jeranie Mayer, Field Placement Director, in HMH 123 by Mar. 31 (spring) or Nov. 1 (fall).

Appendix K
Additional Final Portfolio Rubrics for Student Products

The form on the following page is representative of the rubric used in Foliotek and will be used during the final portfolio review.
# STUDENT PRODUCT FINAL PORTFOLIO RUBRIC

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>TARGET = 3</th>
<th>ACCEPTABLE = 2</th>
<th>UNACCEPTABLE = 1</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DESIGN OF LESSON</strong></td>
<td>Lesson is developmentally appropriate to student cognitive, social, emotional, physical (4) needs. Follows prescribed format with clarity.</td>
<td>Lesson is developmentally appropriate to at least two or three student needs. Follows prescribed format.</td>
<td>Lesson demonstrates very little understanding of child development or does not follow prescribed format.</td>
<td></td>
</tr>
<tr>
<td><strong>MOTIVATION</strong></td>
<td>Lesson indicates high level of knowledge and application of motivational practice that captures student interest or understanding of purpose for the lesson.</td>
<td>Lesson indicates average level of knowledge and application of motivational practice that captures student interest or understanding of purpose for the lesson.</td>
<td>Lesson indicates little or no knowledge of motivational practices.</td>
<td></td>
</tr>
<tr>
<td><strong>INSTRUCTIONAL APPROACHES</strong></td>
<td>Instructional approaches are inclusive for differing learning styles, intelligences, cultural differences, etc.</td>
<td>Includes some instructional approaches to create learning opportunities for diverse students.</td>
<td>Lesson indicates little or no variation of instructional approaches to meet student needs.</td>
<td></td>
</tr>
<tr>
<td><strong>ADAPTATIONS TO DIVERSITY</strong></td>
<td>Lesson indicates specific adaptations of learning activities and materials for diverse students.</td>
<td>Lesson indicates general adaptations of learning activities and materials for diverse students.</td>
<td>Lesson indicates little or no adaptations of learning activities and materials for diverse students.</td>
<td></td>
</tr>
<tr>
<td><strong>ASSESSMENTS</strong></td>
<td>Lesson includes pre-assessment and post-assessment activities that are aligned with the objectives.</td>
<td>Lesson includes at least post-assessment activities aligned with objectives.</td>
<td>Lesson indicates little or no appropriate assessment activity.</td>
<td></td>
</tr>
<tr>
<td><strong>REFLECTION</strong></td>
<td>Reflection describes teacher/student interaction; acceptable mastery of objectives; numbers of students who reached above average, average, below average levels; remediation action taken of those who were below level; and self reflection of teacher behaviors. Reflection written in clear manner.</td>
<td>Reflection description and addresses prescribed indicators somewhat but is unclear and warrants questions from the reader.</td>
<td>Reflection unclear and has little or no description of prescribed expectations.</td>
<td></td>
</tr>
<tr>
<td><strong>STUDENT WORK</strong></td>
<td>Student work clearly and creatively reflects the objectives of the lesson and includes above average, average, below average work samples.</td>
<td>Student work reflects the objectives of the lesson and includes above average, average, below average work samples.</td>
<td>Student work does not reflect objectives of the lesson and work samples do not include above average, average, below average.</td>
<td></td>
</tr>
</tbody>
</table>

Revised 10/17/05
Effective Fall 2005

White copy remains in student folder
Pink to student
Yellow to committee chair
Conclusion

The teacher candidate should remember that the most important task of the portfolio is to

**Show What the Teacher Candidate Knows and Can Do!**

All other uses of the portfolio will require the removal of several items. Suggestions for creating an “interview” portfolio will be presented during the student teaching seminars.

OPSU will do everything possible to keep the teacher candidate informed of any changes or modifications in the portfolio process. The teacher candidate is reminded to look at the bulletin boards in and around the office of the Dean of Education and to constantly check the OPSU web site – [http://www.opsu.edu/education/EDUCMenu.htm](http://www.opsu.edu/education/EDUCMenu.htm).

**Good Luck!!**