SWOSU

DEPARTMENT OF EDUCATION
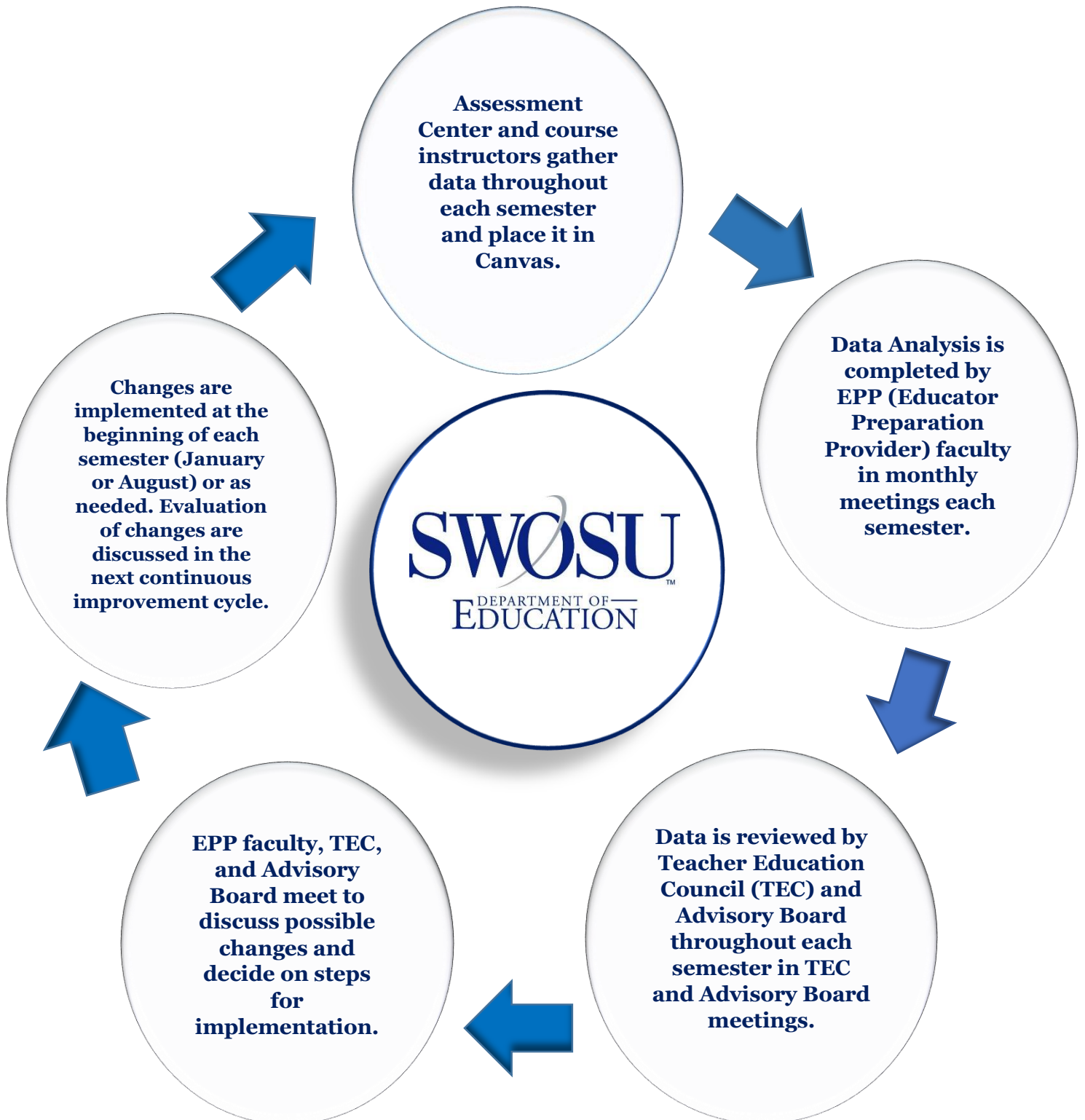
EPP ASSESSMENT SYSTEM

2019-2020

SWOSU Department of Education

Continuous Improvement Cycle

Assessment Center and course instructors gather data throughout each semester and place it in Canvas.

Data Analysis is completed by EPP (Educator Preparation Provider) faculty in monthly meetings each semester.

Data is reviewed by Teacher Education Council (TEC) and Advisory Board throughout each semester in TEC and Advisory Board meetings.

EPP faculty, TEC, and Advisory Board meet to discuss possible changes and decide on steps for implementation.

Changes are implemented at the beginning of each semester (January or August) or as needed. Evaluation of changes are discussed in the next continuous improvement cycle.

SWOSU DEPARTMENT OF EDUCATION

SWOSU DEPARTMENT OF EDUCATION ASSESSMENT SYSTEM

The EPP considers assessment as a dynamic, systematic process that is ongoing and requires periodic revision to insure validity and reliability. The EPP has created a comprehensive system by which candidates' knowledge, skills, and dispositions are assessed. The EPP and P-12 clinical partners utilize the Southwestern Oklahoma State University (SWOSU) Assessment Center to electronically submit and access data. Data are collected, tabulated, and uploaded by the SWOSU Assessment Center into the Canvas CAEP Data Collection module. The data is then analyzed and used to inform program and curricular changes. Both internal and external assessments are used to provide evidence of candidate performance for initial and advanced programs. At the conclusion of the candidates' program, exit surveys are conducted.

GOVERNANCE
TEACHER EDUCATION COUNCIL
The Teacher Education Council (TEC) formalizes policy adjustments for the initial and advanced programs of the Department of Education. The TEC considers and approves all policy decisions in the teacher education programs and for the general coordination between the Arts and Sciences and Education. The TEC meets at least twice a year, once during the fall semester and once during the spring semester. The Chairperson of the Department of Education chairs the Council.

The Teacher Education Council Membership consists of:
1. one (1) faculty representative from each academic department housing a teacher education program;
2. two (2) initial teacher candidates;
3. the Coordinator of Field Services;
4. the Chair of the Department of Education;
5. the Department of Education faculty; and
6. the program directors of initial and advanced programs.

The responsibilities of the Council are to:
1. coordinate the planning of policies and standards for the development and implementation of the Teacher Education program;
2. coordinate and develop policies and standards that govern the admission of students into the Teacher Education program;
3. coordinate and develop policies and standards that govern students' progression and completion of the Teacher Education program.
4. Constant review of those students who have been admitted to the Teacher Education program; and
5. evaluate the performance of graduates from the Teacher Education program as a basis for future program revisions.

TEACHER EDUCATION ADVISORY BOARD
The Teacher Education Advisory Board provides input to assist in program review and quality. The Advisory Board ensures that the teacher education programs promote candidates' knowledge, skills, and dispositions that reflect the conceptual framework, as well as state and specialized professional association standards. It consists of EPP faculty, program coordinators, and P-12 partners and meets at least twice a year, once during the fall semester and once during the spring semester.

EPP ASSESSMENT SYSTEM CHART

INITIAL PROGRAMS					
Early Childhood; Elementary; P-12 Majors; Secondary Education (6-12)	CANDIDATES	EPP FACULTY	CLINICAL FACULTY (P-12 Partners)	EPP Resources	EPP Governance
Content and Pedagogical Knowledge Aligned with EPP and University mission Aligned with national, state, and Specialized Program Associations Diverse field experiences Aligned with InTASC standards Aligned with ISTE Standards	Portfolio Levels 1-4 (Transition Points) I. Foundation s of Education II. Admission into the Department of Education III. Admission into the Professional Semester IV. Student Teaching Candidate Knowledge, Skills, and Professional Dispositions Advising Licensing Requirements Professional Dispositions Entry into the Profession	Qualifications Teaching experience in P-12 schools Scholarship Collaboration Professional engagement and development Course evaluations Faculty evaluations/Continuance Service	Teacher Qualifications Involvement with EPP Clinical Field Experiences, Teacher Education Council, Special Events & Advisory Board	Professional Development Center for Excellence in Teaching and Leaning Library Resources Technology Support	Teacher Education Council Advisory Board Admission and Retention Committee

Initial Programs

INTERNAL PROCESSES	EXTERNAL PROCESSES
1. Foundations of Education (Portfolio Level 1 – Transition I) **2. Admission Requirements into the Department of Education (Portfolio Level II – Transition II)** **3. Assessment of Candidate Knowledge, Skills, and Dispositions** **4. Admission Requirements into the Professional Semester (Portfolio Level III – Transition III)** **5. Student Teaching (Portfolio Level IV – Transition IV)** **6. Teacher Work Sample** **7. Formative and Summative Assessments by University Supervisors** **8. Teacher Candidate Exit Survey**	**1. State Certification Exams (OGET, OSAT, and OPTE or PPAT, beginning Fall 2020)** **2. InTASC standards (State-mandated)** **3. Specialized Professional Associations (SPA) Standards** **4. CAEP Standards** **5. Department of Education Interviews** **6. Formative and Summative Assessments by Cooperating Teachers** **7. First Year Teacher Survey from OEQA** **8. Teacher Education Advisory Board**

Advanced Programs

INTERNAL PROCESSES	EXTERNAL PROCESSES
1. Graduate Application	1. State Certification Exams
2. Admission Requirements	2. Specialized Professional Associations (SPA) Standards
3. Assessment of Candidate Knowledge, Skills, and Dispositions	3. CAEP Standards
4. Teacher and Leader Effectiveness (TLE) Evaluation	4. Interviews (School Counseling, School Psychology, School Psychometry)
5. OSBI Background Check	5. Internship (Mentor)
6. Internship (University Supervisor)	6. Teacher Education Advisory Board
7. Exit Survey	

PROGRAM ASSESSMENT

Program Assessment is designed to ensure that all programs, initial and advanced, are aligned with EPP's vision, mission, and goals.

> **Vision**: To provide the necessary background in professional education for the development of competencies which will contribute to successful teaching, administration, and supervision in the elementary and secondary schools in our state, region, and nation.

> **Mission**: To prepare and sustain exemplary teachers, counselors, and administrators with an emphasis on meeting the diverse needs of students, scholarship, diverse clinical experiences, and effective classroom techniques.

> Our **goals** include:
> 1. Provide students with appropriate experiences in teaching, human growth and development, educational psychology, content, methods and materials, and directed observation and field practicums.
> 2. Develop emerging teachers through modeling, mentorship, collegiality, and observation and student teaching in cooperating public schools.
> 3. Upon graduation from the initial or advanced programs, these professionals will possess the content/pedagogical expertise, disposition to improve educational practices, and the social/psychological preparation needed to function effectively in a global environment.

These efforts are accomplished through the conceptual framework of Experienced Based Teacher Education (EBTE). The acronym represents an emphasis on: **E**xemplary university classroom experiences, **B**est practice field experiences, **T**eacher education cohort experiences and **E**ducation related service-learning experiences. Experienced Based Teacher Education (EBTE), the conceptual framework for the teacher education preparation program, is a program of study that incorporates selected and relevant components of traditional, competency based, and performance-based teacher education programs.

Major provisions of the EBTE program are: 1) practitioner oriented learning activities; 2) continuously changing and diverse learning environments; 3) selection and sequence of activity progressions via the knowledge, understanding, and application categories, and 4) continuous performance evaluation of the candidates and program curriculum. These activities are designed to produce graduates who demonstrate:

- Critical thinking and mastery of subject content.
- Effective communication skills.
- Exemplary practices for instructional planning, delivery, and assessment.
- Global awareness with the ability to accommodate diverse learning populations.
- Ethical, moral and professional responsibility.
- Collaborative relationships with colleagues, parents, and community stakeholders.

The pedagogical basis for EBTE, first developed over a quarter century ago, is grounded in the educational theory of such notable philosophers as Dewey (1938) and Piaget (1970). Both viewed experiential education as playing a vital role in the teaching/learning process. They agreed educational experiences should be relevant and student-centered. Bloom's (1956) research provides the basis for developing experiences that not only require content knowledge and promote higher level thinking skills but also foster favorable dispositions. Course outcomes for teacher education typically reflect cognitive, affective, and psychomotor objectives found in his theory. Schulman (1987) maintains that content mastery is an essential element of effective teaching, a premise which is a foundation of EBTE. The theories of Dewey (1933), Goodlad (1994) and Posner (2000) support the unit's philosophy of reflection and continuous improvement, not only personally but programmatically. Goodlad (1994) emphasized the importance of developing students who will be autonomous, lifetime learners, ethical, and will embrace diversity. Hunter's (1982) theory emphasizes the importance of content mastery, varied teaching styles, modeling, guided and independent practice, which are important components of EBTE. Integration of technology, understanding diverse learners and using portfolios to document progress are fundamental characteristics of teacher education at SWOSU supported by Danielson (1996) and others. The need for extensive field experience is another key element of EBTE, supported by scholars such as Dewey, Posner & McIntyre (1996) and Moore (2003). These divergent field experiences offer candidates authentic opportunities to apply theoretical knowledge acquired at SWOSU DOE to the practical reality of teaching in PK-12 classrooms.

Through the conceptual framework, the 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards are addressed and candidates meet these standards through their classroom experiences (coursework), field experiences, and service learning opportunities.

CONCEPTUAL FRAMEWORK

EXPERIENCE BASED TEACHER EDUCATION

QUALITY PK-12 CLASSROOM EXPERIENCES

EXEMPLARY UNIVERSITY CLASSROOM EXPERIENCE

Content Knowledge
Pedagogy
Instruction
Assessment
Technology

EDUCATION RELATED SERVICE LEARNING EXPERIENCES

Community Involvement
Networking Opportunities
Hands-on Practice
Civic Responsibility
Application of Content

SWOSU
DEPARTMENT OF EDUCATION

Preparing Professional Educators

TEACHER EDUCATION COHORT EXPERIENCES

Peer/Professional Cohorts
Leadership
Reflection/Growth
Resources
Collaborative Learning

BEST PRACTICE FIELD EXPERIENCES

Collaboration
Stakeholder Partnerships
Professional Growth Opportunites
Culturally Responsive Practice
Co-Teaching

EFFECTIVELY IMPACTING PK-12 STUDENT LEARNING

PROFESSIONAL EDUCATION STANDARDS

The EPP adopted the 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards as approved by the State Department of Education, the Oklahoma Board of Education, the Office of Educational Quality and Accountability, and the Oklahoma State Regents for Higher Education. These standards provide the structure for the professional education courses at SWOSU. The InTASC Standards are:

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

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

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

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

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

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

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

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

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

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

SPECIALIZED PROFESSIONAL ASSOCIATIONS

Also contributing to the EBTE knowledge base are the national standards of the specialized professional associations (SPAs). These standards have been integrated into the teacher education preparation curriculum. All teacher education faculty must specify in their course syllabi which InTASC and SPA standards will be addressed. The course content is aligned to standards from the following professional associations:

- Early Childhood – National Association for the Education of Young Children (NAEYC)
- Education Administration – Educational Leadership Constituent Council (ELCC)
- Elementary – Association for Childhood Education International (ACEI)
- Health and Physical Education – SHAPE America (formerly NASPE)
- Language Arts – The National Council of Teachers of English (NCTE)
- Mathematics – National Council of Teachers of Mathematics (NCTM)
- Media & Technology – International Society for Technology in Education (ISTE)
- Music – National Association of Schools of Music (NASM)
- Natural Sciences – National Science Teachers Association (NSTA)
- Reading – The International Reading Association (IRA)
- School Psychology – National Association of School Psychologists (NASP)
- Social Sciences – The National Council for the Social Studies (NCSS)
- Special Education – Council for Exceptional Children (CEC)

STATE CERTIFICATION TESTS

The Oklahoma Commission for Teacher Preparation, now Office of Educational Quality and Accountability (OEQA), contracted with the Evaluation Systems group of Pearson for the development, administration, and scoring of the Certification Examinations for Oklahoma Educators (CEOE). The purpose of the CEOE program is to help ensure that all candidates seeking certification in Oklahoma have the knowledge and skills necessary to perform the job of an entry-level educator in Oklahoma public schools. All candidates must successfully complete certification examinations assessing general knowledge (OGET), subject-area knowledge (OSAT) and professional knowledge (OPTE or proposed PPAT) in order to be eligible for standard certification.

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

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

> Education Administration: Testing requirements for advanced candidates seeking principal certification in Oklahoma include completion of the appropriate Oklahoma Subject Area Tests (OSAT). All candidates must complete the Principal Common Core test and one of the Principal Specialty Tests: Elementary Principal Specialty Test; Middle Level Principal Specialty Test; and Secondary Principal Specialty Test.

> School Counseling: Testing requirements for advanced candidates seeking to certification as a school counselor must pass the School Counselor Oklahoma Subject Area Test (OSAT – School Counselor).

> Reading Specialist: Testing requirements for advanced candidates seeking certification as a reading specialist must pass the Oklahoma Reading Specialist Subject Area Test (OSAT).

> School Psychometry: Testing requirements for advanced candidates seeking certification as a school psychometrist must pass the School Psychometry Oklahoma Subject Area Test (OSAT – School Psychometrist).

Oklahoma Professional Teaching Examination (OPTE) or Praxis Performance Assessment for Teachers (PPAT) (beginning Fall 2020) – It is recommended that candidates complete a minimum of 90 semester hours including the following courses: Methods class(es), Exceptional Children, Media & Technology, Educational Psychology (Elem. or Sec.), Adolescent Psychology or Child Psychology or Developmental Psychology, Educational Tests and Measurements (Elem. or Sec.), Principles of Teaching (Elem. or Sec.) before taking this exam.

Praxis II – School Psychology Advanced candidates are required to earn a passing score on the PRAXIS II: National School Psychology Examination (Educational Testing Service) in order to complete the program. This 120-item examination occurs during the candidates' final year in the program and is a part of the Comprehensive Examinations. The Oklahoma State Department of Education (OSDE) requires either this examination or the Oklahoma Subject Area Test (OSAT) in School Psychology for state credentialing. The OSDE requires a score of **165** or higher to pass the PRAXIS II examination and to secure a school psychologist credential.

PROFESSIONAL PORTFOLIO
The portfolio is a formative assessment designed to assist the teacher candidate in preparation of the teaching skills, knowledge and understanding, and progression through the initial phase of the teaching profession. The portfolio process allows candidates to continuously connect and reflect on foundational theories of teaching and learning with the practitioner process of actual teaching. It is a representation of growth as a teacher candidate and establishes a foundation for future learning. The knowledge and understanding gained from producing the portfolio serves as a measurement device that enables the teacher candidate to make decisions regarding teaching styles, choices, and future career opportunities. In summary, the professional portfolio reflects a synthesis of the approved competencies, standards, and outcomes established by the Office of Educational Quality and Accountability; Specialized Professional Associations; Oklahoma State Regents for Higher Education; Oklahoma State Department of Education; Southwestern Oklahoma State University Department of Education and the SWOSU Conceptual Framework.

Teacher candidates are introduced to the portfolio and complete Level I (Transition I) in EDUC 2113 Foundations of Education. Level I includes the EBTE Conceptual Framework graphic, portfolio seminar certificate, philosophy of education, observation time log, observation packet, teacher candidate disposition rubric completed by the cooperating school, interview critiques, Professional Development Log A, Field Experiences Log B, and Diversity Table Log C. Completion of Level II (Transition II) is required for admission to the Department of Education and to enroll in restricted upper-division coursework. Requirements of Level II include the successful completion of Foundations coursework, the admissions interview, a plan of study co-created with advisor, a degree check from the registrar's office, the passage of the Oklahoma General Education Test (OGET), and updated Logs A – C. In Level III (Transition III), candidates include updated Logs A – C and provide artifacts and written reflections as indicators that they have mastered the 10 Oklahoma General Competencies (InTASC standards) for Teacher Licensure and Certification and the program SPA standards. At this point, candidates are prepared to seek admittance to the professional semester of teacher candidacy or student teaching. Level IV (Transition IV) of the portfolio is completed during the teacher candidacy experience and includes a Teacher Work Sample and updated Logs A – C. During this semester, candidates receive feedback from both the cooperating teacher and the university supervisor via formative assessment tools and a summative assessment. Finally, for Oklahoma certification, candidates must successfully pass the Oklahoma Subject Area Test and the Oklahoma Professional Teaching Exam or the proposed Praxis Performance Assessment for Teachers.

Relationship to the Conceptual Framework
The EPP Conceptual Framework provides direction and focus to the initial programs. The portfolio demonstrates proficiency in teaching, human growth and development, educational psychology, content, methods and materials, and field experiences, as noted in the EBTE conceptual framework.

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

The EPP curriculum is a concerted effort by the faculty to integrate a cohesiveness among the components of the conceptual framework (EBTE) and student outcomes, courses, field experiences, instruction, and evaluation. The teacher education program at SWOSU addresses each of these areas and aligns them with the 10 InTASC standards identified by the Office of Educational Quality and Accountability and includes quality field experience components.

Each course that is taken meaningfully relates to one or more of the InTASC standards and aligns with EBTE. The assignments, readings, research papers, special projects and field experiences identified in the course syllabus contribute to the acquisition of the knowledge, dispositions, and skills described in the specific standard that is being documented. Therefore, a teacher candidate can document, with artifacts, and reflection/rationales how each assignment supports their growth toward a standard and the conceptual framework.

GUIDELINES
1. The portfolio will be kept in a three-ring binder.
2. The portfolio rubrics will act as a table of contents for levels I, II, III, and IV.
3. The portfolio rubrics will direct the teacher candidate in the sequential placement of required documentation.
4. The maintenance, storage, and submission of the portfolio is the responsibility of the teacher candidate.
5. Artifacts placed in the portfolio will show evidence that the teacher candidate has met all requirements as outlined by the ten (10) InTASC Model Core Teaching Standards. All 10 standards will be documented by Level III with artifacts, reflection statements, and graded rubrics. The Teacher Work Sample, completed during the student teaching semester, will serve as the culminating performance assessment.
6. A single artifact may be used as evidence for more than one competency or requirement. All competencies will be documented with a reflection statement and graded rubric (or other evidence of instructor approval).
7. No more than three artifacts may be completed per university course or activity. Reflection statement examples must be included.
8. Teacher candidates will choose artifacts for their portfolios from assignments completed in their professional education courses, methods courses, field experiences, and service learning opportunities.

9. The Portfolio is to be the original work of the teacher candidate.
10. The chairperson of the Department of Education and EPP faculty may call for, examine, and conduct reviews for portfolios at any time.

PORTFOLIO LEVELS/TRANSITION POINTS FOR INITIAL PROGRAMS
The Portfolio will be reviewed at four transition points.

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

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

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

Level Four – Student Teaching (Transition IV)

1. At the end of the Professional Semester, each teacher candidate will present a completed portfolio to their University Supervisor.
2. Based upon a review of the portfolio and EBTE interview, the university supervisor may recommend the teacher candidate for certification. The Level Four Rubric will be used to assess the portfolio.
3. Those teacher candidates denied recommendation for licensure may appeal this decision to the Admission and Retention Committee. The candidates may reapply at a later date when all requirements have been met.

SWOSU - Foundations of Education (Transition I)
Level One Rubric and Table of Contents
(Please place in the inside front cover pocket of the portfolio binder.)

Name _____   E-mail: _____@student.swosu.edu

Major_____   Semester _____ Year ___

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
Conceptual Framework (EBTE) Graphic				
Portfolio Certificate				
Philosophy of Education				
Observation Time Log				
Observation Packet				
Teacher Candidate Disposition Rubric (completed by cooperating teacher)				
Interview Critiques				
Documentation Logs				
Log A – Professional Development				
Log B – Field Experiences				
Log C – Diversity				
Portfolio is in a three ring binder.				
Correct Spelling and Grammar				
Portfolio is consistent, organized, and complete for Level I.				

Additional Comments:

Teacher Education Faculty Signature _____ **Date** _____

SWOSU – Admission to the Department of Education (Transition II)
Level Two Rubric and Table of Content
(Please place in the inside front cover pocket of the portfolio binder.)

Name: _____ E-mail: _____@student.swosu.edu

Major_____ Semester _____ Year ____

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
Level One Criteria Is Complete				
Admission Packet **1.Admission App.** **2.Transcript** **3. OGET Scores** **4. Interview Critique** **5.Criminal History** **Disclosure Statement** **6. Degree Check** **7. Plan of Study**				
Teacher Candidate Disposition Rubric (DOE faculty member)				
Teacher Candidate Disposition Rubric **(A&S faculty member)**				
Documentation Logs:				
Log A – Professional Development				
Log B – Field Experiences				
Log C – Diversity				
Portfolio is in a three ring binder.				
Correct Spelling and Grammar				

Portfolio is consistent, organized, and complete for Level II.				
Candidate is Admitted to Dept. of Education				

Department of Education Chair Signature _____**Date** _____

SWOSU – Admission to Professional Semester (Transition III)
Level Three Rubric and Table of Contents
(Please place in the inside front cover pocket of the Portfolio binder.)

Name _____   E-mail: _____@student.swosu.edu

Major_____   Semester _____ Year _____

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
Levels One and Two criteria are complete.				
Transcript – Highlight: **1. DOE Admission** **2. Foreign Lang Prof.**				
ELEM, ECE, & SPCED majors only: Highlight ELEM 4222 Phonics on transcript				
Teacher Candidate Disposition Rubric (DOE faculty member)				
Professional Teaching Resume				
Field Experience Documentation Logs:				
Log A – Professional Development				
Log B – Field Experiences				
A minimum of 45 hrs. of field experience must be documented on Log B.				
Log C – Diversity				

Artifacts demonstrating the 10 Interstate Teacher Assessment and Support Consortium (InTASC) standards are required for Oklahoma licensure and certification. The portfolio must have all ten standards documented for Level Three. A maximum of 3 standards may be documented per course. All artifacts will be accompanied by an approved artifact, proof that the artifact has been graded (rubric), reflection statement and a graded reflection rubric.

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
Standard 1				
Standard 2				
Standard 3				
Standard 4				
Standard 5				
Standard 6				
Standard 7				
Standard 8				
Standard 9				
Standard 10				

The Portfolio demonstrates progress toward the following requirements:				
Standard Evaluated	**Target**	**Acceptable**	**Unacceptable**	**Comments**
(A) Artifacts to relate principles and theories to actual practice.				
(B) Portfolio documents that the teacher candidate has practiced in a variety of communities.				
(C) Portfolio documents that the teacher candidate has practiced in a variety of school settings.				
(D) Portfolio documents that teacher candidate has interacted with diverse PK-12 students related to gender, exceptionalities, socio-economic, racial/ethnic, and ELL.				
(E) Portfolio documents the teacher candidate's participation in professional organizations.				
A maximum of 3 standards are documented per course.				
Portfolio is in a three ring binder.				
Correct Spelling and Grammar				
Portfolio is consistent, organized, and complete for Level III.				
The candidate is admitted to the Professional Semester.				

Additional Comments:

Teacher Education Faculty Signature _____ **Date** _____

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

Name _____**E-mail:** _____@student.swosu.edu

Major_____   **Semester** _____ **Year** _____

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
Levels One, Two, and Three criteria are complete.				
Updated Transcript with Novice Foreign Language Proficiency highlighted				
Updated Professional Teaching Resume				
Documentation Logs:				
Log A – Professional Development				
Log B – Field Experiences				
Log C – Diversity				
Observation Form (1)				
Interview Form (1)				
Activity/Meeting Form (1)				
Teacher Candidate Disposition Rubric (Cooperating Teacher)				
Formative Evaluations				
Summative Evaluation				
Self-Evaluations				
Teacher Work Sample				

Artifacts demonstrating the 10 Interstate Teacher Assessment and Support Consortium (InTASC) standards are required for Oklahoma licensure and certification. A maximum of 3 standards may be documented per course. All artifacts will be accompanied by an approved artifact, proof that the artifact has been graded (rubric), reflection statement and a graded reflection rubric.

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
Standard 1				
Standard 2				
Standard 3				
Standard 4				
Standard 5				
Standard 6				
Standard 7				
Standard 8				
Standard 9				
Standard 10				

Standard Evaluated	Target	Acceptable	Unacceptable	Comments
The following requirements are documented in the Portfolio.				
(A) Artifacts to relate principles and theories to actual practice.				
(B) Portfolio documents that the teacher candidate has practiced in a variety of communities.				
(C) Portfolio documents that the teacher candidate has practiced in a variety of school settings.				
(D) Portfolio documents that teacher candidate has interacted with diverse PK-12 students related to gender, exceptionalities, socio-economic, racial/ethnic, and ELL.				
(E) Portfolio documents the teacher candidate's participation in professional organizations.				
Correct Spelling and Grammar				
The portfolio is consistent, organized, and complete for Level IV and fulfills the portfolio requirements for certification.				

Additional Comments:

Teacher Education Faculty Signature _____ Date_____

TEACHER CANDIDATE DISPOSITIONS

The EPP believes that the professional dispositions of an educator strongly influence their effectiveness in their content knowledge and pedagogical skills. The purpose of this rubric is to assess the teacher candidate's professional and personal dispositions. This rubric is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) 2011 Standards and has been designed to document the developmental progression of candidate dispositions throughout our teacher education program. Dispositions are assessed at multiple points in the candidate's professional preparation program (at program entry, admission into the teacher education program, program completion, and throughout course and classroom experiences).

Directions**: For each criterion, please indicate the performance level that represents the consistent and observable performance of the teacher candidate during your interactions.* ***Choose "Not Observed" only if that standard is not appropriate to your observation opportunities. *Your feedback is critical in supporting the success of the teacher candidate's development toward becoming a professional educator. Please be as honest and accurate as possible on each performance expectation. Thank you.*

0 – Not Observed; no evidence
1 – Novice; Pre-admission; Foundations of Education semester
2 – Preservice Emerging; Post-admission; continuing
3 – Preservice Effective; Pre-teacher candidacy semester
4 – Early Career Effective; Post graduate

Teacher Candidate/ Completer:_____
SWOSU Identification Number: _____

Evaluator: _____

Check One: _____*School/Community Partner* School Name/District: _____

_____*SWOSU Faculty Member*   Department: _____

		Performance Levels			
		Emerging Teacher		*Effective teacher*	
InTASC Standard	**0 – Not Observed** (candidate did have the opportunity to provide evidence for the standard)	**1 – Novice** (appropriate level for those candidates beginning their teacher preparation – Foundations of Education Course)	**2 – Preservice Emerging** (appropriate level for those candidates who have been admitted into the Department of Education)	**3 - Preservice Effective** (appropriate performance level for those completing the teacher education program – professional semester)	**4 – Early Career Effective** (appropriate performance level for those with experience who have developed advanced skill sets as evidenced by observable student behaviors and outcomes)

Category I: The Learner and Learning			Performance Levels		
				Emerging Teacher (spanning)	*Effective teacher* (spanning)
InTASC Standard	**0 – Not Observed** (candidate did have the opportunity to provide evidence for the standard)	**1 – Novice** (appropriate level for those candidates beginning their teacher preparation – Foundations of Education Course)	**2 – Preservice Emerging** (appropriate level for those candidates who have been admitted into the Department of Education)	**3 - Preservice Effective** (appropriate performance level for those completing the teacher education program – professional semester)	**4 – Early Career Effective** (appropriate performance level for those with experience who have developed advanced skill sets as evidenced by observable student behaviors and outcomes)
Category I: The Learner and Learning					
InTASC Standard 1: Learner Development					
	Not Observed	The teacher candidate identifies how learning opportunities support students' intellectual, social, and physical development as well as diverse cultural needs.	The teacher demonstrates how learning opportunities support students' intellectual, social, and physical development as well as diverse cultural needs.	The teacher consistently implements learning opportunities that support students' intellectual, social, and physical development as well as diverse cultural needs.	The teacher candidate consistently implements learning opportunities that support students' intellectual, social, and physical development as well as diverse cultural needs at all times.
InTASC Standard 2: Learning Differences					
	Not Observed	The teacher candidate identifies accommodations and modifications in instruction that address diverse cultural needs and learning styles.	The teacher demonstrates the ability to use accommodations and modifications in instruction that address diverse cultural needs and learning styles.	The teacher candidate consistently adjusts instruction through accommodations and modifications that address diverse cultural needs and learning styles.	The teacher candidate personalizes instruction for all students through accommodations and modifications to address diverse cultural needs and learning styles.
InTASC Standard 3: Learning Environments					

	Not Observed	The teacher candidate identifies best practices to create learning environments that encourage positive social interactions, self-motivation, and active engagement in learning.	The teacher candidate demonstrates the ability to use best practices to create learning environments that encourage positive social interactions, self- motivation, and active engagement in learning.	The teacher candidate consistently uses best practices to create learning environments that encourage positive social interactions, self- motivation, and active engagement in learning.	The teacher candidate consistently reinforces and uses best practices to create learning environments that encourage positive social interactions, self-motivation, and active engagement in learning at all times.
Category II: Content					
InTASC Standard 4: Content Knowledge					
	Not Observed	The teacher candidate identifies learning experiences that activate students' prior knowledge, provide accurate and relevant explanations and modeling, and address predicted	The teacher candidate demonstrates the ability to guide learning experiences that activate students' prior knowledge, provide accurate and relevant explanations and modeling,	The teacher candidate consistently uses learning experiences that activate students' prior knowledge, provide accurate and relevant explanations and modeling, and address	The teacher candidate consistently uses learning experiences that facilitate content mastery as evidenced by students expressing accurate ideas, concepts and applications of
		misconceptions for student mastery of content standards.	and address predicted misconceptions for student mastery of content standards.	predicted misconceptions for student mastery of content standards.	the material in relation to instructional goals and objectives.
	Not Observed	The teacher candidate identifies approaches that involve all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards.	The teacher candidate demonstrates the ability to guide learning experiences involving students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards.	The teacher candidate consistently involves students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards.	The teacher candidate consistently provides rich learning experiences that involves students demonstrating inquiry, critical thinking, problem solving, reflection and/or metacognition.
InTASC Standard 5: Application of Content					

	Not Observed	The teacher candidate identifies meaningful and relevant connections between lesson content and real world experiences that help students understand academic content knowledge and how to solve problems.	The teacher candidate makes meaningful and relevant connections between lesson content and real world experiences that help students understand academic content knowledge and how to solve problems.	The teacher candidate consistently communicates meaningful and relevant connections between lesson content and real world experiences that help students understand academic content knowledge and how to solve problems.	The teacher candidate consistently communicates meaningful and relevant connections between lesson content and real world experiences that help students understand academic content knowledge, how to solve problems, and explain skills being used.
	Not Observed	The teacher candidate identifies the appropriate selection and use of resources, including digital technologies, that facilitate student mastery of the academic content.	The teacher candidate demonstrates the use of resources, including digital technologies as appropriate, that facilitate student mastery of the academic content.	The teacher candidate consistently uses resources, including digital technologies as appropriate, that facilitate student mastery of the academic content.	The teacher candidate consistently uses resources, including appropriate digital technologies, that facilitate student mastery of the academic content as evidenced by students using these resources to apply and demonstrate knowledge accurately.
Category III: Instructional Practice					

InTASC Standard 6: Assessment					
	Not Observed	The teacher candidate identifies ethical use of collecting, managing, analyzing student performance data in order to improve teaching and learning.	The teacher candidate demonstrates ethical use of collecting, managing and analyzing student performance data in order to improve teaching and learning.	The teacher candidate consistently utilizes ethical uses of collecting, managing, and analyzing student performance data in order to improve teaching and learning.	The teacher candidate utilizes ethical uses of collecting, managing, and analyzing student performance data in order to improve teaching and learning at all times.

	Not Observed	The teacher candidate identifies how assessments are used to provide students with timely performance feedback and cognitive, affective and behavioral strategies to maximize student learning.	The teacher candidate demonstrates the use of valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to maximize student learning.	The teacher candidate consistently uses valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to maximize student learning.	The teacher candidate uses multiple and valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to maximize student learning.
	Not Observed	The teacher candidate identifies how instruction may be adapted by reflecting on formative and summative data, including students' prior knowledge, misconceptions, mastery, and interest.	The teacher candidate demonstrates how to adapt instruction by reflecting on formative and summative data, including students' prior knowledge, misconceptions, mastery, and interest.	The teacher candidate consistently adapts instruction by reflecting on formative and summative assessment data, including student's prior knowledge, misconceptions, mastery, and interest.	The teacher candidate adapts instruction by reflecting on multiple forms of formative and summative assessment data, including student's prior knowledge, misconceptions, mastery, and interest.
InTASC Standard 7: Planning for Instruction					
	Not Observed	The teacher candidate identifies elements of developmentally appropriate lesson plans that correlated with state and/or national standards.	The teacher candidate demonstrates the ability to create developmentally appropriate lesson plans that correlated with state and/or national standards.	The teacher candidate consistently creates and uses lesson plans that are developmentally appropriate lesson plans that correlated with state and/or national standards.	The teacher candidate creates and uses lesson plans that are developmentally appropriate and correlated with state and/or national standards.
	Not Observed	The teacher candidate identifies the relevance of instructional objectives and how the content transfers to	The teacher candidate demonstrates the relevance of instructional objectives and how the content	The teacher candidate consistently provides the relevance of instructional objectives and how the	The teacher candidate consistently provides the relevance of instructional objectives. Students can

		other areas, including real world applications, based on knowledge of students, learning theory, connections across curriculum, and the learning community.	transfers to other areas, including real world applications, based on knowledge of students, learning theory, connections across curriculum, and the learning community.	content transfers to other areas, including real world applications, based on knowledge of students, learning theory, connections across curriculum, and the learning community.	express how the content transfers to other areas, including real world applications, based on knowledge of students, learning theory, connections across curriculum, and the learning community.
InTASC Standard 8: Instructional Strategies					
	Not Observed	The teacher candidate identifies how appropriate technology is used to encourage students' digital literacy and the connection of academic content to real- world applications.	The teacher candidate demonstrates how appropriate technology is used to encourage students' digital literacy and the connection of academic content to real-world applications.	The teacher candidate consistently integrates appropriate technology to encourage students' digital literacy and the connection of academic content to real-world applications.	The teacher candidate integrates appropriate technology to encourage students' digital literacy and the connection of academic content to real-world applications to create relevant content related responses through digital means.
	Not Observed	The teacher candidate identifies how a variety of questioning techniques can be used to involve all students, maximize student interest, and assess the need to adjust instruction.	The teacher candidate demonstrates the ability to use a variety of questioning techniques to involve all students, maximize student interest, and assess the need to adjust instruction.	The teacher candidate consistently integrates a variety of questioning techniques to involve all students, maximize student interest, and assess the need to adjust instruction.	The teacher candidate integrates a variety of questioning techniques to involve all students as evidenced by students' engagement, interest, and their ability to respond.
	Not Observed	The teacher candidate identifies whole class and small group activities that engage students in learning.	The teacher candidate demonstrates the ability to conduct whole class and small group activities that engage all students in learning.	The teacher candidate consistently uses whole class and small group activities that engage all students in learning.	The teacher candidate uses whole class and small group activities to engage all students in learning as evidenced by all students participating in class activities, group roles, and productive interactions.

Category IV: Professional Responsibility					
InTASC Standard 9: Professional Learning and Ethical Practice					
	Not Observed	The teacher candidate identifies professional expectations and practices professional behaviors.	The teacher demonstrates professional behaviors and accepts feedback and responsibility for actions.	The teacher candidate consistently demonstrates professional behaviors, invites feedback and accepts responsibility for actions.	The teacher candidate seeks feedback from the principal, select colleagues, and students to improve practice as evidenced by their active participation in feedback processes.
	Not Observed	The teacher candidate identifies professional growth opportunities expected of teachers.	The teacher candidate establishes goals for professional growth as expected of teachers.	The teacher candidate consistently establishes goals for professional growth as expected of teachers and participates in activities to develop relevant professional knowledge and skill sets.	The teacher candidate establishes goals for professional growth as expected of teachers and participates in activities to develop relevant professional knowledge and skill sets as evidenced by students' functionality, interest, enjoyment, and/or success in the class.
	Not Observed	The teacher candidate identifies ethical and legal practices of a professional educator and follows these practices.	The teacher candidate demonstrates ethical and legal practices of a professional educator.	The teacher candidate consistently follows ethical and legal practices of a professional educator.	The teacher candidate follows ethical and legal practices as evidenced by students' perceptions of teacher fairness, confidentiality, and professionalism.

	Not Observed	The teacher candidate identifies effective and confidential practices for collecting and maintaining organized, accurate, current, and secure educational records.	The teacher candidate participates in collecting and/or maintaining organized, accurate, current, and secure educational records.	The teacher candidate consistently maintains organized, accurate, current, and secure educational records.	The teacher candidate maintains organized, accurate, current, and secure educational records as evidenced by students' and parents' access to reliable information regarding progress through protocols protecting privacy.
InTASC Standard 10: Leadership and Collaboration				
	Not Observed	The teacher candidate identifies ways for active engagement in professional learning and collaboration with appropriate stakeholders.	The teacher candidate demonstrates active engagement in professional learning and collaboration with appropriate stakeholders.	The teacher candidate consistently demonstrates active engagement in professional learning and collaboration with appropriate stakeholders.	The teacher candidate seeks leadership and collaboration opportunities to build leadership skills and professional and community connections.

Candidate Personal Dispositions

Disposition Criterion	0 Not Observed	1 Novice	2 Preservice Emerging	3 Preservice Effective	4 Early Career Effective
Teacher candidate demonstrates grooming and appearance appropriate to the context of the field experience and/or university setting.					
Teacher candidate is respectful of individuals' unique differences as demonstrated by personal interaction in field experiences and university settings.					
Teacher candidate fosters respectful communication among all members of the learning community. (school/community partners, university faculty members, peers, and PK-12 students)					
Teacher candidate is committed to work toward mastery of disciplinary content/skills and pedagogical skills.					
Teacher candidate exhibits initiative in field experiences and in university classroom settings.					
Teacher candidate exhibits ethical behavior and fairness in field experiences and in university settings.					
Teacher candidate takes initiative to grow & develop with colleagues (peers, university faculty, school/community partners) through interactions that enhance professional practice.					
Teacher candidate accepts constructive criticism and implements change in order to grow professionally.					
Teacher candidate's interpersonal relationships indicate belief in the basic tenet that all children can learn.					

Remarks/Comments:

Evaluator Signature/Title: _____**Date:** _____

TRANSITION POINTS FOR ADVANCED PROGRAMS

Admission to graduate program	* An undergraduate GPA of 2.5 and minimum of a 3.0 grade point average after completing the first six to nine (6 to 9) hours of graduate course work **OR** an undergraduate GPA of 2.0 or greater (overall undergraduate Retention/Graduation GPA, GPA on the last 60 semester hours, or a combination of undergraduate Ret/Graduation and graduate GPA) with a satisfactory minimum score with respect to the combination of GPA and GRE scores **OR** an undergraduate GPA of 3.0 on a 4.0 scale. * two confidential professional recommendations * Candidates in the areas of Educational Administration, School Counseling, School Psychology and School Psychometry must complete Entry Level Portfolios * Candidates must have completed a minimum of 18 semester hours of work in professional education, including the Oklahoma requirement of twelve (12) weeks in student teaching, or applicant must hold an Oklahoma teaching license or certificate.
Admission to Candidacy	*Completion of 24-30 semester hours with minimum 3.0 GPA after 12 semester hours. Candidates who fail to maintain minimum GPA are placed on academic probation. Dismissed from program after 2 semesters of probation if minimum GPA not achieved.
Graduation/program completion	* Candidates in the areas of Educational Administration and Reading Specialist must complete Culminating Portfolios the final semester. * Completion of capstone course EDUC 5950 including program specific evaluation. *Candidates seeking advanced certification must pass appropriate OK Subject Area Test. * Follow-up exit survey of Recent Graduates

SUMMARY OF ASSESSMENT PROCESSES

The EPP believes that the preparation of effective educators requires rigorous, ongoing evaluation of the program, how the program is delivered, and the effectiveness of its graduates. The EPP has an assessment system that uses multiple measures, includes internal and external sources of data, collects data from both current candidates and program graduates, provides for thoughtful analysis of data, and uses the results to drive program improvement. The following table summarizes the assessments utilized in this effort and use of the resulting data.

Assessment	How Data Used
Grade Point Averages -Cumulative grade point average -Major grade point average	Internal assessment used to assess candidates' scholarship that includes both general and specific knowledge and skills. Data are used to make admission and retention decisions for initial/advanced candidates.
Certificate Exams for Oklahoma Educators -OGET (Oklahoma General Education Test) -OSAT (Oklahoma Subject Area Test) -OPTE (OK Professional Teacher Exam) OR -PPAT (Praxis Performance Assessment for Teachers), beginning Fall 2020	External assessments used to evaluate initial/advanced candidates' general, content area, and professional knowledge and skills.
Grades in Required Courses -Minimum "C" in English Composition I & II and Foundations of Education (initial) -Minimum "B" after six graduate hours (advanced).	Internal assessments used to evaluate initial/advanced candidates' oral and written communication skills and their mastery of professional education content.
Teacher Candidate Disposition Rubrics	Internal and external assessment used by EPP faculty and P-12 clinical educators of initial candidate dispositions for teaching.
Interviews -Department of Education Admission Interviews -School Counseling, School Psychology, School Psychometry Admission Interviews	Internal and external assessment that provides another measure of initial candidates' oral communication skills and their dispositions for becoming an educator completed by EPP faculty, Arts and Sciences faculty members, and P-12 clinical educators. Internal assessment that provides another measure of advanced candidates' oral communication skills and their dispositions for becoming a School Counselor, School Psychologist, or School Psychometrist.
Admission to Program (Approval of Admission/Retention Committee)	Internal assessment process which reviews candidate requirements (i.e. required course work, minimum GPA, portfolio, plan of study, recommendations) for admission to initial or advanced education programs. Advanced

Assessment	How Data Used
	candidates must have bachelor's degree, certification and two professional recommendations.
Portfolio (Formative Assessment)	Internal assessment which showcases candidates' mastery of the 10 OK General Competencies for Teacher Licensure/Certification (InTASC standards) incorporated into our Conceptual Framework. Competencies are demonstrated through specific artifacts developed by the candidate. These are supported by reflections that provide a narrative explanation of how the artifact demonstrates mastery of the competency. This is a sequential process consisting of four levels (transition points of initial programs) that increase in detail and complexity as candidates progress from program entry to completion. Advanced programs require both an entry and exit portfolio. Exit portfolio contains artifacts with reflections that demonstrate mastery of program-specific competencies based on national and state standards.
Field Experience Assessments by University Faculty	Internal process that is designed to provide valuable feedback to candidates on their development of the knowledge and skills necessary for effective teaching. These vary by program but occur during required field experiences prior to student teaching (initial programs) or practicum/internship (advanced).
Teacher Work Sample (Initial Programs) or Capstone Experience (Advanced Programs).	Internal assessment administered during the candidates' clinical practice. Data from this process are used to assess initial candidates' knowledge and skills in planning/delivery of instruction. The Teacher Work Sample assesses candidate's ability to analyze student diversity, make needed modifications and demonstrate a positive impact on student learning. Advanced candidates must complete Capstone Experience during their last semester that consists of an oral/written examination or project.
Assessment of Candidate Dispositions (Initial Programs) -At Program Entry (Foundations of Education): receive acceptable scores on Teacher Candidate Disposition Rubric, Admission Interview (initial) or recommendations (advanced). -Before Clinical Practice: receive acceptable scores on disposition rubric used by faculty. -Before Program Completion – must receive acceptable scores on the disposition items of Summative evaluation during clinical practice.	External and internal assessments used to evaluate dispositions. Candidates with unacceptable scores may repeat their interview or have an alternate evaluation completed by another teacher they have observed. Faculty or advisor counsels candidates with unacceptable scores. Faculty or advisor counsels candidates with unacceptable scores. May repeat if needed.

Assessment	How Data Used
Evaluation of Candidates during Clinical Practice by Clinical Partners and University Faculty and Self-Assessment *Initial Programs -Assessment by candidate, Clinical (field site) and University Faculty Using: 1) SELF-ASSESSMENT by Candidate 2) FORMATIVE Evaluation Instrument 3) SUMMATIVE Evaluation Instrument *Advanced Programs -Assessment by field site supervisor at completion of practicum/internship	External and internal measures of initial candidate knowledge, skills and dispositions. Candidates complete two self-assessments which are reviewed by faculty to identify areas of strength and weakness. Clinical educators and university faculty conduct at least two assessments using the formative instrument and one assessment using the summative instrument. The Formative instrument evaluates the candidate's teacher effectiveness of the 10 InTASC standards, Specialized Professional Association standards, and professional dispositions. The Summative instrument also assesses the candidate's teacher effectiveness of the 10 InTASC standards, Specialized Professional Association standards, and professional dispositions. The cooperating teacher, EPP faculty and P-12 building administrator collaborate to assign scores for the Summative Evaluation (initial). Initial and Advanced candidates discuss and receive copies of assessments from evaluators to help them improve effectiveness. Results of assessments analyzed and shared with faculty for program and unit improvement.
Teacher Education Exit Survey **M.Ed. Exit Survey**	Internal process used to gather information from initial candidates who have completed their 12-week clinical practice. Candidates surveyed about their experiences at SWOSU, the Teacher Education Program, and student teaching. Data from this survey are used for program and EPP assessment.
Course/Instructor Evaluations	Internal assessment used to gather data on initial/advanced candidate satisfaction with a particular course/instructor. Data used for faculty, program and EPP evaluation.
Program Review by Specialized Professional Associations or State (Office of Educational Quality and Accountability)	External assessment of programs to ensure integration of national standards into the curriculum and ensure candidates have necessary knowledge, skills, and

Assessment	How Data Used
	dispositions upon completion. Data are used for program/EPP evaluation.
EPP Operations **-**Faculty evaluation -Faculty professional development/service	Internal assessments to ensure quality of instruction to candidates. Faculty must provide 10 hours of service annually to public schools (state requirement) and plan 15 hours of relevant professional development annually.

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