



SOUTHWESTERN OKLAHOMA STATE UNIVERSITY

Education

EPP QUALITY ASSURANCE SYSTEM

Continuous Improvement Plan



QUALITY ASSURANCE SYSTEM

The EPP maintains a Quality Assurance System that is dynamic, systematic, and regularly revised to ensure validity and reliability. Candidate knowledge, skills, and dispositions are assessed through a comprehensive system utilizing the SWOSU Assessment Center, where data are collected, organized, and uploaded into the Canvas CAEP Data Collection module. These data inform program and curricular improvements. Both internal and external assessments provide evidence of candidate performance at initial and advanced levels, and exit surveys are administered at program completion.

GOVERNANCE

TEACHER EDUCATION COUNCIL

The Teacher Education Council (TEC) formalizes policy adjustments for both initial and advanced programs in the Department of Education. The TEC reviews and approves policy decisions related to teacher education programs and coordinates between the Arts and Sciences and Education. The Council convenes at least twice annually—once in the fall and once in the spring—and is chaired by the Department of Education Chairperson.

Membership includes:

1. One faculty representative from each academic department with a teacher education program
2. Two initial teacher candidates
3. The Coordinator of Field Services
4. The Chair of the Department of Education
5. Department of Education faculty
6. Program directors of initial and advanced programs

Responsibilities include:

1. Coordinating policies and standards for the development and implementation of teacher education programs
2. Developing policies and standards for admission into teacher education programs
3. Developing policies and standards for student progression and program completion
4. Reviewing the status of admitted candidates
5. Evaluating graduate performance to inform program revisions

Teacher Education Advisory Board

The Teacher Education Advisory Board provides input to support program quality and improvement. The Board ensures that teacher education programs reflect the EPP's conceptual framework and align with state and specialized professional association

standards. Membership includes EPP faculty, program coordinators, P–12 partners, and community members. The Advisory Board meets each fall and spring to review data, share perspectives, and recommend program enhancements.

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
<p>Content and Pedagogical Knowledge</p> <p>Aligned with EPP and University mission</p> <p>Aligned with national, state, and Specialized Program Associations</p> <p>Diverse field experiences</p> <p>Aligned with InTASC standards</p> <p>Aligned with ISTE Standards</p>	<p>Gateways 1-3</p> <p>I. Foundations of Education</p> <p>II. Admission into the Department of Education</p> <p>III. Student Teaching</p> <p>Candidate Knowledge, Skills, and Professional Dispositions</p> <p>Advising</p> <p>Licensing Requirements</p> <p>Professional Dispositions</p> <p>Entry into the Profession</p>	<p>Qualifications</p> <p>Teaching experience in P-12 schools</p> <p>Scholarship</p> <p>Collaboration</p> <p>Professional engagement and development</p> <p>Course evaluations</p> <p>Faculty evaluations/Continuance</p> <p>Service</p>	<p>Teacher Qualifications</p> <p>Involvement with EPP Clinical Field Experiences, Teacher Education Council, Special Events & Advisory Board</p>	<p>Professional Development</p> <p>Center for Excellence in Teaching and Learning</p> <p>Library Resources</p> <p>Technology Support</p>	<p>Teacher Education Council</p> <p>Advisory Board</p> <p>Admission and Retention Committee</p>

INITIAL PROGRAMS	
INTERNAL PROCESSES	EXTERNAL PROCESSES
1. Foundations of Education (Gateway 1 – Transition I)	1. State Certification Exams (Oklahoma Subject Area Test-OSAT, Praxis Subject Area Tests, Assessment of Professional Knowledge-APK, Foundations of Reading-FOR)
2. Admission Requirements into the Department of Education (Gateway II – Transition II)	2. InTASC standards (State-mandated)
3. Assessment of Candidate Knowledge, Skills, and Dispositions	3. Specialized Professional Associations (SPA) Standards
4. Admission Requirements into the Professional Semester	4. CAEP Standards
5. Student Teaching (Gateway III – Transition III)	5. Department of Education Interviews

6. Teacher Work Sample	6. Mid-Term and Final Term Candidate Preservice Assessment of Student Teaching (CPAST) Evaluations by University Supervisors
7. Mid-Term and Final Term Candidate Preservice Assessment of Student Teaching (CPAST) Evaluations by University Supervisors	7. First Year Teacher Survey from Oklahoma Office of Educational Quality and Accountability (OEQA)
8. Teacher Candidate Exit Survey	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 ensures that all initial and advanced programs align with the 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 support exemplary teachers, counselors, and administrators who are committed to meeting the diverse needs of students through scholarship, varied clinical experiences, and effective classroom practices.

Goals

1. Provide candidates with 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 student teaching in cooperating public schools.
3. Ensure graduates of initial and advanced programs possess:
 - Content and pedagogical expertise
 - A disposition toward continuous improvement of educational practices

- Social and psychological preparation 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 EBTE

1. Practitioner-oriented learning activities
2. Continuously changing and diverse learning environments
3. Intentional sequencing of activities through knowledge, understanding, and application
4. Continuous performance evaluation of candidates and curriculum

Expected Candidate Outcomes

Graduates of EBTE-based programs demonstrate:

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

The pedagogical foundation of EBTE, developed more than 25 years ago, is grounded in the educational theories of scholars such as Dewey (1938) and Piaget (1970), who emphasized the central role of experiential, student-centered, and relevant learning. Bloom's (1956) taxonomy provides the framework for developing experiences that address content knowledge, higher-order thinking skills, and favorable dispositions, with teacher education course outcomes reflecting cognitive, affective, and psychomotor domains. Shulman (1987) further affirmed that content mastery is essential for effective teaching, a principle embedded in EBTE.

The framework is also informed by Dewey (1933), Goodlad (1994), and Posner (2000), whose work supports reflection and continuous improvement at both personal and programmatic levels. Goodlad highlighted the importance of preparing autonomous, ethical, lifelong learners who value diversity. Hunter (1982) reinforced the significance of content mastery, varied instructional strategies, modeling, and opportunities for guided and independent practice—all of which are central to EBTE.

Additional influences include Danielson (1996), whose work supports integration of technology, attention to diverse learners, and documentation of growth. Finally, scholars such as Dewey,

Posner & McIntyre (1996), and Moore (2003) affirm the importance of extensive field experiences. These varied experiences provide authentic opportunities for candidates to apply theoretical knowledge gained at SWOSU to the practical realities of PK–12 classrooms.

Through the conceptual framework, the 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards are integrated into coursework, field experiences, and service-learning opportunities, ensuring candidates meet the standards in both theory and practice.

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 selfmotivation.

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:

- Education Administration – Educational Leadership Constituent Council (ELCC)
- Health and Physical Education – SHAPE America
- Language Arts – The National Council of Teachers of English (NCTE)
- 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 Office of Educational Quality and Accountability (OEQA), in partnership with the Evaluation Systems division of Pearson, oversees the development, administration, and scoring of the Certification Examinations for Oklahoma Educators (CEOE). These assessments serve as the state's measure of candidate readiness, ensuring that all completers demonstrate the knowledge and skills required for entry-level educators in Oklahoma's public schools.

All candidates must meet Oklahoma's certification requirements by successfully completing the following assessments:

1. Subject-Area Knowledge

Candidates are required to pass the Oklahoma Subject Area Test (OSAT) aligned to their certification area. In fields where OSATs are not available, the state may accept a corresponding Praxis subject assessment. Candidates are expected to complete the majority of content coursework (approximately 90 semester credit hours) prior to attempting subject-area assessments.

Advanced programs have additional subject-area testing requirements:

- Educational Administration: Principal Comprehensive Assessment and one Principal Specialty Test (Elementary, Middle, or Secondary).
- School Counseling: OSAT – School Counselor.
- Reading Specialist: OSAT – Reading Specialist.
- School Psychometry: OSAT – School Psychometrist.
- School Psychology: PRAXIS II: National School Psychology Examination (ETS) with a minimum score of 165, or the OSAT – School Psychology.

2. Professional Knowledge

Oklahoma requires candidates to demonstrate professional and pedagogical knowledge through state-approved performance assessments. The state has transitioned from the Oklahoma Professional Teaching Examination (OPTE) to the Praxis Performance Assessment for Teachers (PPAT), with the Assessment of Professional Knowledge (APK) required beginning June 2025.

- Candidates are encouraged to complete coursework in teaching methods, exceptional children, educational psychology, child/adolescent development, educational measurement, and instructional principles before attempting the professional assessment.

3. Reading Instruction

In alignment with Oklahoma statute (2025), candidates seeking certification in Early Childhood, Elementary, and Special Education must pass the Foundations of Reading (FOR) assessment. This exam ensures competency in phonological awareness, decoding, fluency, vocabulary, and comprehension.

Evidence of Candidate Quality and Readiness

The EPP uses state-mandated certification examinations as a primary measure of candidate competence and as evidence of meeting CAEP Standard 1 (Content and Pedagogical Knowledge). Successful completion of the CEOE battery demonstrates that candidates possess both subject-specific knowledge and professional skills aligned with Oklahoma Academic Standards and InTASC Model Core Standards.

Annual pass rates on OSAT, APK/PPAT, and specialty exams are collected, disaggregated, and analyzed by program area. These results inform continuous improvement processes and are reviewed by faculty, the Teacher Education Council, and advisory boards to ensure alignment with program outcomes and accreditation expectations.

PROFESSIONAL DIGITAL GATEWAYS

Evidence of Candidate Progression Through Gates

The Professional Digital Gateway is a formative assessment that provides evidence of candidate growth in teaching skills, knowledge, and dispositions as candidates progress through program milestones. The portfolio aligns with the SWOSU Conceptual Framework, state competencies, and professional association standards, and it functions as both a reflective tool and a gatekeeping measure to ensure candidate readiness.

Gateway 1 – Admission into the Department of Education

Teacher candidates are introduced to the portfolio in EDUC 2113 Foundations of Education. Requirements include the EBTE Conceptual Framework graphic, portfolio seminar certificate, philosophy of education, observation time log and packet, candidate disposition rubrics (completed by both faculty and cooperating school partners), interview critiques, Professional Development Log A, Field Experiences Log B, and Diversity Table Log C. Candidates also complete an admissions interview, plan of study with their advisor, degree check with the Registrar's office, and must meet state testing requirements (e.g., OGET or approved alternatives) for admission to the Department of Education.

Gateway II – Admission to Student Teaching

Prior to student teaching, candidates update Logs A–C and provide evidence of field experiences in diverse settings. Candidates also complete advanced coursework (including diagnostic reading), maintain minimum GPA requirements, and demonstrate dispositions through self-, faculty, and mentor evaluations. Admission to student teaching requires formal application, background checks, and updated degree planning. Candidates must also meet additional state requirements, including foreign language proficiency, before entering the professional semester

Gateway III – Completion of Student Teaching and Program

During the student teaching semester, candidates complete updated Logs A–C and submit a Teacher Work Sample. Candidates receive formative and summative evaluations from both the cooperating teacher and the university supervisor using the Candidate Preservice Assessment of Student Learning (CPAST) and program-specific rubrics. Requirements also include successful completion of all coursework, final degree check, and application for graduation.

Certification Requirements

For Oklahoma certification, candidates must also successfully pass the following assessments:

- Oklahoma Subject Area Test (OSAT) in their certification field or the Praxis Subject Area Test
- Assessment of Professional Knowledge (APK)

- Foundations of Reading (FOR), required for early childhood, elementary, and special education candidates.

Together, the Gateways and state certification exams serve as valid, reliable indicators of candidate competence and readiness.

Relationship to the Conceptual Framework

The EPP Conceptual Framework provides direction and coherence for all initial programs. The professional digital gateway serves as the primary tool for demonstrating candidate proficiency in teaching, human growth and development, educational psychology, content knowledge, instructional methods, and field experiences, as outlined in the Experience-Based Teacher Education (EBTE) model.

The EBTE framework emphasizes that education is shaped by a series of meaningful experiences. The quality of candidate preparation depends on the quality of these experiences, which are jointly provided by EPP faculty, candidates, and professional partners. Candidate success, as documented in the portfolio, is the central measure of the framework’s effectiveness.

The curriculum integrates coursework, field experiences, instruction, and assessment into a cohesive whole, aligning outcomes with the ten InTASC standards established by the Office of Educational Quality and Accountability. Each course intentionally addresses one or more standards, with assignments, projects, readings, research, and field-based activities designed to build the knowledge, skills, and dispositions required for effective teaching.

Through artifacts and reflective rationales, candidates connect course-based learning to the conceptual framework and professional standards, providing clear evidence of growth and readiness for the teaching profession.

Gateways Crosswalk: EBTE, InTASC, and CAEP Standard Alignment

GATEWAY	EBTE COMPONENT	InTASC STANDARDS ADDRESSED	CAEP STANDARD ALIGNMENT	EVIDENCE REQUIREMENT
Gateway I – Admission into the Department of Education	Human Growth & Development Educational Psychology Professional Dispositions	1. Learner Development 2. Learning Differences 9. Professional Learning & Ethical Practice	Standard 3 – Candidate Quality Std. 2 – Clinical Partnerships (early exposure)	Philosophy of Education, Observation Packet & Logs, Diversity Log C, Disposition Rubrics (faculty & mentor), Admissions Interview, Plan of Study, Degree Check, Background Check, ACT/SAT scores
Gateway II – Admission to Student Teaching	Teaching Knowledge & Skills Methods & Materials Field Experiences	3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment	Std. 1 – Content & Pedagogical Knowledge Std. 2 – Clinical Partnerships	Updated Logs A–C, Diagnostic Reading coursework, Mentor & Faculty Evaluations, Advanced coursework evidence, Field

		7. Planning for Instruction 8. Instructional Strategies		Experiences in diverse settings, Dispositions Self-Evaluation
Gateway III – Completion of Student Teaching & Program	Integrated Candidate Growth Professional Practice Leadership & Collaboration	All 10 InTASC Standards (culminating demonstration)	Std. 4 – Program Impact Std. 5 – Continuous Improvement	Teacher Work Sample, CPAST Formative & Summative Evaluations, Final Degree Check, Application for Graduation, University Supervisor Evaluations, Mentor Teacher Evaluations, Updated Portfolio with Reflective Rationales
Certification (Post- Gates Requirement)	Content Knowledge Professional Practice	Varies by content & role: OSAT, APK/PPAT, FOR, PRAXIS II (School Psych)	Std. 1 – Candidate Competence	Passing state licensure exams: OSAT or Praxis (subject area), APK (professional knowledge), FOR (if EC/Elem/SPED), PRAXIS II School Psych (≥165)

SUMMARY OF ASSESSMENT PROCESSES

The EPP ensures the preparation of effective educators through ongoing, rigorous evaluation of programs, program delivery, and graduate outcomes. The assessment system uses multiple internal and external measures, collects data from current candidates and program completers, and applies the findings to guide continuous program improvement. The table below summarizes the assessments and their use in informing program decisions.

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 -OSAT (Oklahoma Subject Area Test) OR Praxis Subject Area -APK (Assessment of Professional Knowledge) -FOR (Foundations of Reading) for EC/Elem/SPED	External assessments used to evaluate initial/advanced candidates' general, content area, and professional knowledge and skills.

<p>Grades in Required Courses -Minimum “C” in English Composition I & II and Foundations of Education (initial) -Minimum “B” after six graduate hours (advanced).</p>	<p>Internal assessments used to evaluate initial/advanced candidates’ oral and written communication skills and their mastery of professional education content.</p>
<p>Teacher Candidate Disposition Rubrics</p>	<p>Internal and external assessment used by EPP faculty and P-12 clinical educators of initial candidate dispositions for teaching.</p>
<p>Interviews -Department of Education Admission Interviews -School Counseling, School Psychology, School Psychometry Admission Interviews</p>	<p>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.</p> <p>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.</p>
<p>Admission to Program (Approval of Admission/Retention Committee)</p>	<p>Internal assessment process which reviews candidate requirements (i.e. required course work, minimum GPA, digital gateway, plan of study, recommendations) for admission to initial or advanced education programs.</p> <p>Advanced candidates must have bachelor’s degree, certification and two professional recommendations.</p>
<p>Digital Gateways</p>	<p>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 three gateways (transition points of initial programs) that increase in detail and complexity as candidates progress from program entry to completion.</p> <p>Advanced programs require both an entry and exit gateways. Exit gateways contains</p>

	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.
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	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

<p>2) MID-TERM Evaluation Instrument: Candidate Preservice Assessment of Student Teaching (CPAST) Consensus</p> <p>3) FINAL TERM Evaluation Instrument: Candidate Preservice Assessment of Student Teaching (CPAST) Consensus</p> <p>*Advanced Programs -Assessment by field site supervisor at completion of practicum/internship</p>	<p>formative instrument and one assessment using the summative instrument.</p> <p>The Formative instrument evaluates the candidate’s teacher effectiveness of the 10 InTASC standards, Specialized Professional Association standards, and professional dispositions.</p> <p>The Summative instrument also assesses the candidate’s teacher effectiveness of the 10 InTASC standards, Specialized Professional Association standards, and professional dispositions.</p> <p>The cooperating teacher, EPP faculty and P-12 building administrator collaborate to assign scores for the Summative Evaluation (initial).</p> <p>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.</p>
<p>Teacher Education Exit Survey M.Ed. Exit Survey</p>	<p>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.</p>
<p>Course/Instructor Evaluations</p>	<p>Internal assessment used to gather data on initial/advanced candidate satisfaction with a particular course/instructor. Data used for faculty, program and EPP evaluation.</p>
<p>Program Review by Specialized Professional Associations or State (Office of Educational Quality and Accountability)</p>	<p>External assessment of programs to ensure integration of national standards into the curriculum and ensure candidates have necessary knowledge, skills, and dispositions upon completion. Data are used for program/EPP evaluation.</p>
<p>EPP Operations -Faculty evaluation -Faculty professional development/service</p>	<p>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</p>

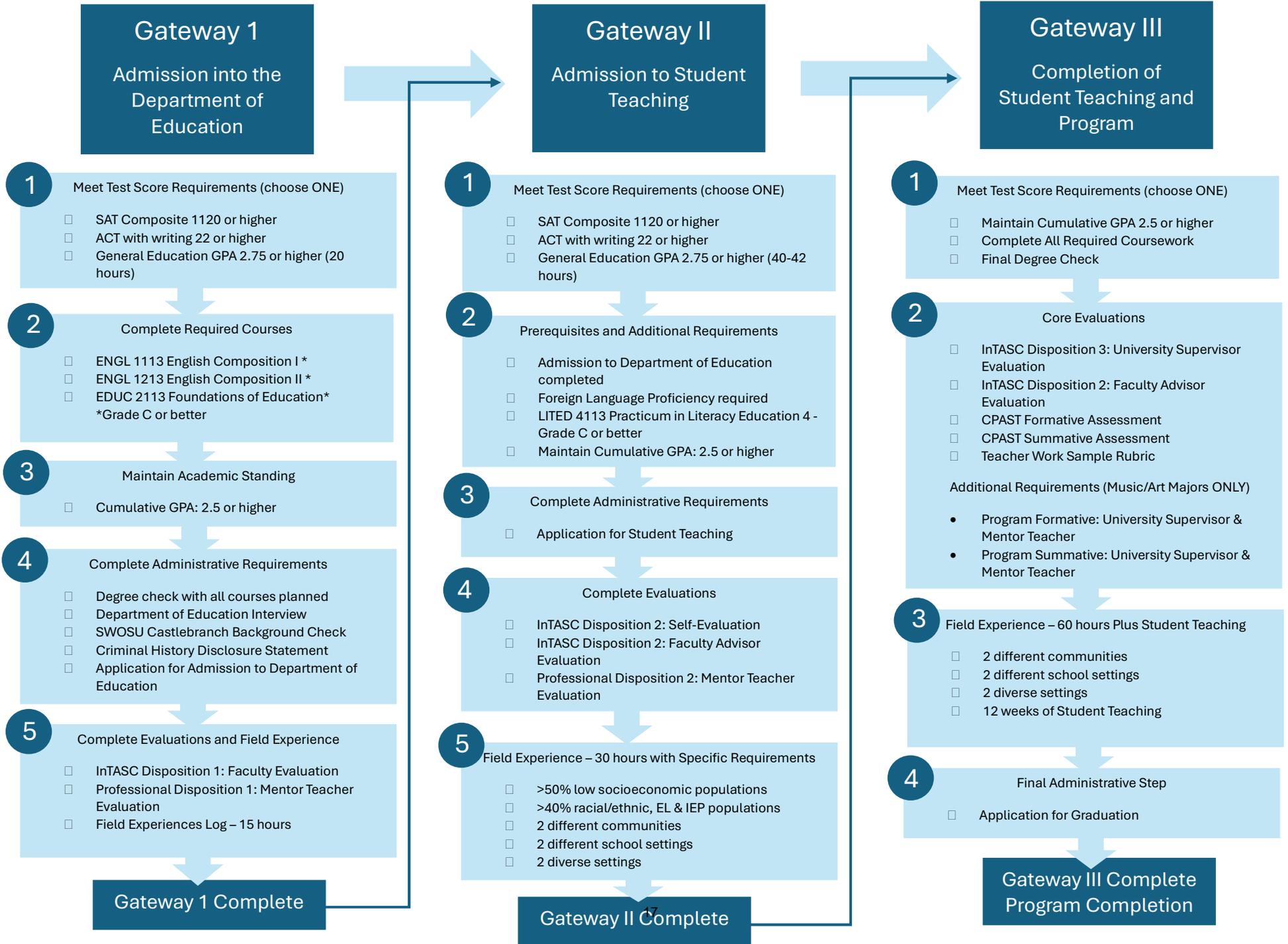
	of relevant professional development annually.
--	--

REFERENCES

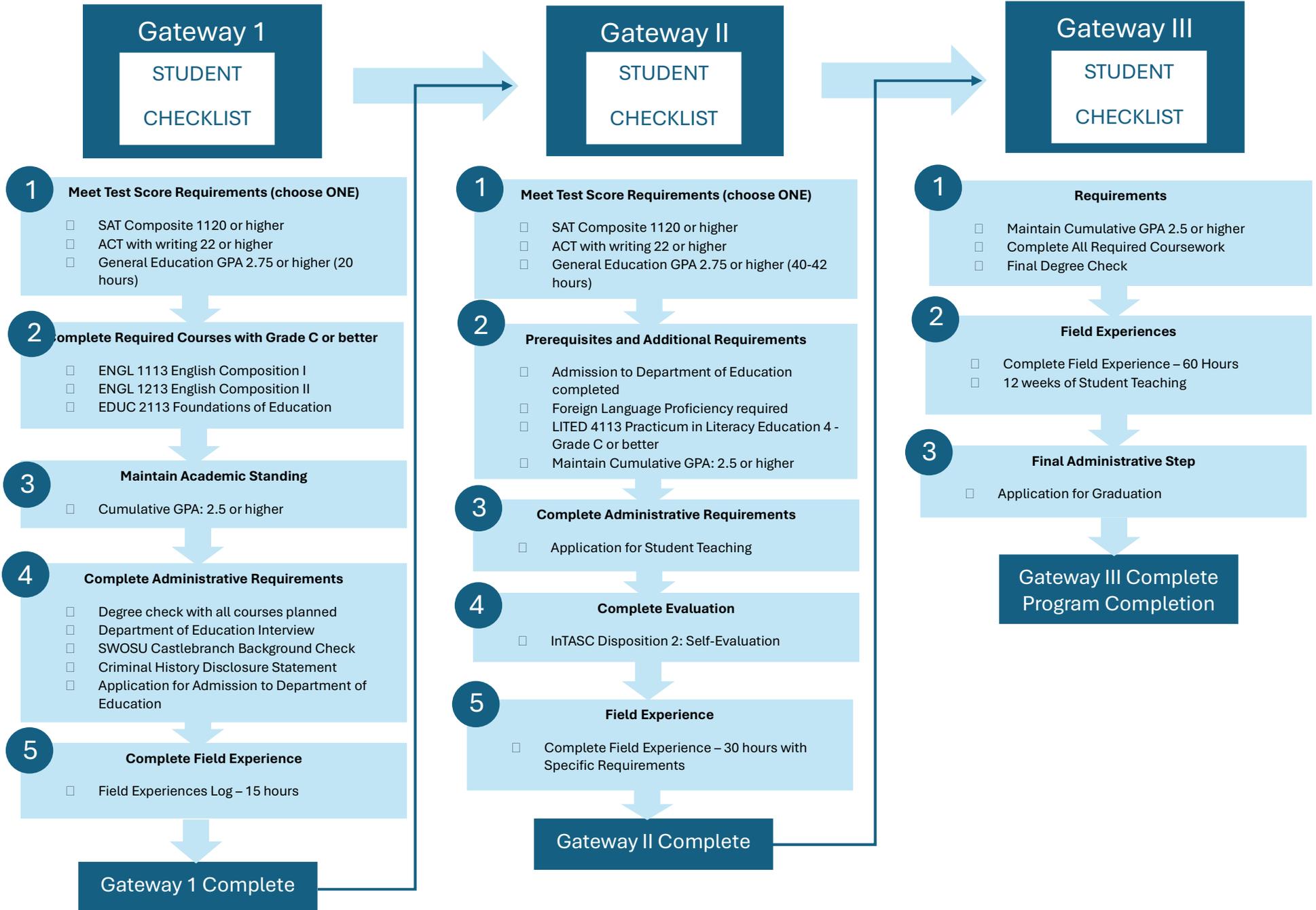
- Bloom, B. (Ed.) (1956). *Taxonomy of educational objectives*. New York: McKay.
- Danielson, C. (1996) *Enhancing Professional Practice: A Framework for Teaching*. ASCD.
- Dewey, J. (1933). *How we think: A statement of the relation of reflective thinking to the educative process*. Boston: D.C. Heath.
- Dewey, J. (1938). *Experience and education*. New York: Collier Book.
- Goodlad, J.I. (1994). *Educational renewal: Better teachers, better schools*. San Francisco: Jossey-Bass.
- Hunter, M. (1982). *Mastery Teaching*. TIP Publications.
- McIntyre, D. J., Byrd, D. M. & Foxx, S. M. (1996). Field and laboratory experiences. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (2nd ed.). New York: Macmillan.
- Moore, R. (2003). Reexamining the field experiences of preservice teachers. *Journal of Teacher Education*, 54 (1), 31-42.
- Piaget, J. (1970). *The science of education and the psychology of the child*. New York: Orion Press.
- Posner, G.J. (2000). *Field experience: A guide to reflective teaching*. (5th ed.). New York: Longman.
- Schulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.



Gateway Flowchart



Gateway Flowchart



Gateway Flowchart

