



**Department of Education
Foundations of Education
Student Handbook
2019-2020**

Table of Contents

Section 1: Observation Application Page 3

- Student Information Sheet
- Field Experience Requirements
- Diversity Table
- Email to Cooperating Teachers
- Observation Do's and Don'ts
- Professional Dress Guidelines
- Cooperating Teacher Letter
- Field Experience Guidelines for Cooperating Teachers

Section 2: Observation/Reflection Packet, Forms & Rubric Page 13

- Observation Requirements
- Student Observer Time Log
- Teacher Candidate Disposition Rubric
- Observation/Reflection Packet
- Observation/Reflection Rubric
- Teaching Styles

Section 3: DOE Admissions Packet Page 23

- Level Two Portfolio Rubric
- Admission Procedure
- Application for Admission
- Criminal History Disclosure Statement
- Plan of Study
- Log A
- Log B
- Teaching Styles
- Log C
- Teacher Candidate Disposition Rubric
- Diversity Table
- Restricted Courses

Section 4: Pathway to the Teaching Profession Page 40

- SWOSU Certification Officer Information
- Path to the Teaching Flowchart
- Oklahoma Certification Exams Info
- CEOE Fees
- Certification Exams for Oklahoma Educators
- Licensure/Certification Procedures
- Foreign Language Proficiency Options

Section 5: SWOSU Portfolio Packets Page 48

- Portfolio Rationale and Philosophy
- Portfolio Policy
- SWOSU Portfolio Guidelines
- SWOSU EBTE Flow Chart
- Level 1 Rubric
- Level 2 Rubric
- Level 3 Rubric
- Level 4 Rubric
- Log A
- Log B
- Teaching Styles
- Log C
- Teacher Candidate Disposition Rubric
- Review Guidelines
- Portfolio Requirements
- The InTASC Model Core Teaching Standards
- Reflection/Rationale Statement and Rubrics for Standards 1-10
- Suggested Artifact List **Page 89**
- Early Childhood Competencies
- Elementary Education Competencies
- Health & Physical Education Competencies
- History Competencies
- Language and Literature Competencies
- Mathematics Competencies
- Music Competencies
- Secondary Education Competencies
- Science Competencies
- Special Education Competencies

Section 6: Scholarship Information Page 107

- Scholarship Opportunities
- Department of Education Scholarship Application

Section 7: Documentation Logs Page 110

- Log A
- Log B
- Log C
- Teaching Styles

Section 1: Observation Application

Foundations of Education
Field Experience (Observation) Requirements

1. Teacher candidates must observe for a total of 30 hours. Observations will be split between two different school districts.
2. The minimum number of hours in one school district is 10.
3. At least 10 hours of observation must be in a school district(s) designated as diverse by the Department of Education.
4. In order to be diverse, a school district must have at least 40% diverse ethnicity and/or at least 50% socio-economic diversity (free/reduced lunch) according to www.schoolreportcard.org.

Field Experience
 District Diversity Table
 (Data obtained at www.schoolreportcard.org 2016)

DISTRICT	COUNTY	AVERAGE ENROLLMENT (ADM)	% ETHNICITY (Black, Asian, Hispanic, Native American) Diverse=40% or greater	% FREE / REDUCED LUNCH Diverse=50% or greater
Altus	Jackson	3,810	47	59
Alva	Woods	1,030	21	46
Amber-Pocasset	Grady	477	10	51
Anadarko	Caddo	1,959	80	81
Arapaho-Butler	Custer	361	17	54
Arkoma	LeFlore	423	7	79
Arnett	Ellis	199	16	39
Banner	Canadian	167	18	51
Bartlesville	Washington	6042	32	49
Bethany	Oklahoma	1,646	30	44
Big Pasture	Cotton	202	22	50
Binger-Oney	Caddo	319	32	70
Bixby	Tulsa	5807	19	25
Blair	Jackson	295	33	57
Blanchard	McClain	1,748	18	46
Boone-Apache	Caddo	579	47	76
Bridge Creek	Grady	1494	15	49
Buffalo	Harper	281	36	63
Burns Flat-Dill City	Washita	713	23	69
Cache	Comanche	1,752	37	46
Calumet	Canadian	300	35	72
Canton	Blaine	380	33	67
Canute	Washita	437	21	60
Carnegie	Caddo	565	54	83
Cashion	Kingfisher	458	15	32
Cement	Caddo	249	18	67
Chattanooga	Comanche	1046	18	62
Cheyenne	Roger Mills	319	10	41
Chickasha	Grady	2,471	31	66
Chisholm	Garfield	885	13	32
Cimarron	Major	268	8	51
Choctaw-Nicoma Park	Oklahoma	5614	20	33
Clinton	Custer	2,255	56	74
Collinsville	Tulsa	2,679	34	40
Cordell	Washita	759	15	61
Corn Bible Academy (private)	Washita	84	NA	NA

Coweta	Wagoner	3291	36	44
Crescent	Logan	626	23	52
Crooked Oak	Oklahoma	1,084	86	96
Crutcho	Oklahoma	303	70	97
Cyril	Caddo	349	31	63
Darlington	Canadian	229	91	94
Deer Creek	Oklahoma	4,231	15	7
Dover	Kingfisher	176	50	81
Drummond	Garfield	317	19	45
Duke	Jackson	201	30	53
Duncan	Stephens	3,861	28	57
Edmond	Oklahoma	21,950	26	29
El Reno	Canadian	2,528	40	73
Eldorado	Jackson	86	41	79
Elk City	Beckham	2,320	28	50
Elgin	Comanche	2,200	26	30
Elmore City	Garvin	495	17	61
Empire	Stephens	475	19	47
Enid	Garfield	7,208	36	71
Erick	Beckham	259	11	58
Fargo	Ellis	207	15	67
Fairview	Major	647	12	55
Frederick	Tillman	850	51	74
Ft. Cobb-Broxtton	Caddo	343	32	68
Ft. Supply	Woodward	136	15	42
Gage	Ellis	96	22	83
Geary	Blaine	408	51	88
Gracemont	Caddo	164	66	67
Granite	Greer	253	12	55
Guthrie	Logan	3,303	23	64
Guymon	Texas	2,883	77	74
Hammon	Roger Mills	255	37	53
Harrah	Oklahoma	2,172	28	46
Hennessey	Kingfisher	793	47	77
Hilldale	Muskogee	1889	53	52
Hinton	Caddo	687	29	57
Hobart	Kiowa	817	31	68
Hollis	Harmon	550	49	70
Hydro-Eakly	Caddo	484	27	62
Jones	Oklahoma	1,166	21	51
Kingfisher	Kingfisher	1,425	29	50
Lawton	Comanche	15,866	52	58
Leedey	Roger Mills	220	16	34
Lexington	Cleveland	1,148	22	62
Lindsay	Garvin	1,279	25	50
Lomega	Kingfisher	237	16	74

Lone Wolf	Kiowa	82	22	80
Lookeba- Sickles	Caddo	248	44	73
Luther	Oklahoma	847	26	64
Mangum	Greer	688	27	69
Maple	Canadian	158	10	35
Marlow	Stephens	1458	18	50
McCloud	Pottawatomie	1847	25	67
Merritt	Beckham	631	17	50
Midwest City-Del City	Oklahoma	14,394	48	63
Millwood	Oklahoma	1,023	95	92
Minco	Grady	582	15	52
Moore	Cleveland	22,565	33	47
Mooreland	Woodward	516	10	51
Mt. View-Gotebo	Kiowa	258	26	70
Muskogee	Muskogee	6083	54	81
Mustang	Canadian	9,223	27	47
Navajo	Jackson	469	15	39
Newcastle	McClain	1,695	35	30
Ninnekah	Grady	551	17	68
Norman	Cleveland	14,895	27	47
Oakdale	Oklahoma	585	19	11
Okarche	Kingfisher	278	11	30
Okeene	Blaine	323	22	57
Oklahoma City	Oklahoma	42,662	80	88
Okmulgee	Okmulgee	1,529	63	92
Olustee	Jackson	156	50	81
Oologah-Talala	Rogers	1,812	35	44
Owasso	Tulsa	9,644	30	30
Perkins-Tryon	Payne	1,513	20	44
Perry	Noble	1,189	18	49
Piedmont	Canadian	2,895	25	21
Pioneer	Grady	391	19	43
Ponca City	Kay	5,172	31	68
Putnam City	Oklahoma	18,931	55	78
Quapaw	Ottawa	616	47	75
Reydon	Roger Mills	140	4	51
Ringling	Jefferson	440	35	71
Ringwood	Major	411	37	55
Ripley	Payne	459	52	78
Riverside	Canadian	175	33	78
Riverside Indian School (federal)	Caddo	462	100	100
Sacred Heart Catholic, El Reno (private)	Canadian	152	35	NA
Sayre	Beckham	693	15	55
Seiling	Dewey	410	20	51
Sentinel	Washita	331	28	64

Sharon-Mutual	Woodward	303	90	34
Shattuck	Ellis	354	15	51
Shawnee	Pottawatomie	3955	31	77
Snyder	Kiowa	444	29	72
St. Eugene Catholic, Oklahoma City (private)	Oklahoma	320	19	15
St. John Nepomuk Catholic, Yukon (private)	Canadian	221	18	NA
Stillwater	Payne	6151	22	46
Tahlequah	Cherokee	3494	63	72
Taloga	Dewey	91	6	58
Tecumseh	Pottawatomie	2249	34	60
Thomas-Fay-Custer	Custer	474	20	54
Tipton	Tillman	321	49	69
Tulsa	Tulsa	40,512	64	91
Tuttle	Grady	1,788	19	23
Union	Tulsa	15,699	56	65
Union City	Canadian	283	4	51
Velma-Alma	Stephens	485	9	37
Vici	Dewey	307	18	40
Watonga	Blaine	761	34	75
Wayne	McClain	514	39	65
Weatherford	Custer	1,939	24	52
Western Heights	Oklahoma	3,717	61	88
Western Oklahoma Christian School	Custer, Beckham	200	6	NA
Woodward	Woodward	2,712	25	53
Wynnewood	Garvin	708	36	62
Yukon	Canadian	7,600	20	37

Dear (Insert Cooperating Teacher's Name Here):

I would like to take this opportunity to thank you for agreeing to serve as my cooperating teacher for my field experience. I am very interested in becoming a teacher and am currently enrolled in Foundations of Education. The Department of Education at Southwestern Oklahoma State University provides early field experiences for those interested in the teaching profession. In this course, I will be completing a twenty-hour observation/participation experience in one school setting and a ten-hour observation/participation experience in a second school setting. This framework enables me to experience a diversity of placement early in my field work.

I certainly appreciate your willingness to allow me to complete one of my observation/participation experiences in your classroom. Initially, my role in your classroom will be to observe. I will be eager to assist you in a variety of ways that can include: instructional support, technological support, clerical support, supervisory support, and housekeeping. I certainly understand the importance of conducting myself in a professional manner and plan to be an asset to your classroom.

I look forward to meeting you and your students on (Insert Date Here) at (Insert Time Here).

Please reply to this email in order to let me know if the date and time that I have listed above will accommodate your busy schedule. On my initial visit, we can make arrangements for future observations.

Thanks again,

(Insert Your Name Here)

OBSERVATION DO'S AND DON'TS

Remember the 3 Rs:

1. *Respect* for self
2. *Respect* for others
3. *Responsibility* for all of your actions

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

Dear Cooperating Teacher:

Thank you for agreeing to host a teacher candidate in your classroom. The Department of Education at Southwestern Oklahoma State University provides early field experiences for those interested in the teaching profession. In the course Foundations of Education, the teacher candidate is to complete a twenty-hour observation/participation experience in one school setting and a ten-hour observation/participation experience in a second school setting. This framework enables the teacher candidate to experience a diversity of placements early in their field work.

Enclosed is a list of suggested ways in which you may use the teacher candidate in your classroom. We trust that teacher candidates will conduct themselves in a professional manner and will be an asset to your classroom. Upon completion of the field experience, you will be asked to evaluate the teacher candidate. A disposition rubric will be provided for this purpose. It is appropriate for you to submit the completed form with the teacher candidate. However, if you feel more comfortable submitting it directly to this department, you may do so by mailing it to:

Mr. Reggy Yount, Coordinator
Office of Student Teaching & Field Experience
SWOSU Department of Education
100 Campus drive
Weatherford, OK 73096

FIELD EXPERIENCE GUIDELINES FOR COOPERATING TEACHERS

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

Instructional Support

The job of instruction belongs to the cooperating teacher. Following the teacher's presentation of the lesson, the teacher candidate may supervise activities which are designed to promote further clarification of concepts developed and to practice the skill introduced, such as working with small groups of students.

Technological Support

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

Clerical Support

A good education program requires that time be spent in the preparation of materials, checking of pupil progress, and in the recording of data. The teacher candidate may contribute to the educational program by performing duties such as:

1. Score assignments and quizzes
2. Correct workbooks and other types of assigned independent study
3. Process books and supplies
4. Compile pupil statistics for study
5. Type and duplicate materials
6. Handle correspondence and mass communications
7. File and catalog materials
8. Provide clerical assistance in classroom, office, library, etc.
9. Design and construct bulletin boards
10. Collect parental permission responses

Supervisory Support

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

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

Housekeeping Support

A clean, wholesome atmosphere is conducive to learning and student health. The teacher candidate may lend support by maintaining good housekeeping habits in the classroom.

Section 2: Observation/Reflection

Foundations of Education
Observation Requirements

1. Teacher candidates must observe for a total of 30 hours in a minimum of 2 school districts.
2. Teacher candidates will observe for 20 hours at one school site and 10 hours at another school site.
3. At least 10 hours must be in a school district that is designated as diverse by the SWOSU Department of Education.
4. In order to be diverse, the district must have at least 40% ethnicity and/or at least 50% free/reduced lunch according to www.schoolreportcard.org.

Last updated 7/2019

**FOUNDATIONS OF EDUCATION
Teacher Candidate Time Log**

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

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

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

 Signature of Cooperating Teacher Hours School Site and City Date

 Signature of Cooperating Teacher Hours School Site and City Date

**DEPARTMENT OF EDUCATION
TEACHER CANDIDATE DISPOSITION RUBRIC**

Directions: Teacher candidates are responsible for 1) completing the demographic information; 2) presenting the rubric to the assigned evaluator; and 3) placing the completed, signed rubric in their professional portfolio.

Teacher Candidate: _____ SWOSU Identification Number: _____

Evaluator: _____

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

_____ SWOSU Faculty Member Department: _____

Disposition Criterion	3 Above Average	2 Average	1 Limited	0 Not Observed
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: _____

Any candidate with a rating of 1 in one or more areas of this rubric may be referred to the Department Chair for review and intervention. Candidates may be referred by the Department Chair to the Admission and Retention Committee to determine the candidate's continuance within the program.

Revised 2016

Foundations of Education
Field Experience Packet
InTASC Standards Crosswalk

Teacher Candidate:

Semester/Year:

Foundations of Education Instructor:

Observation Sites: 1)

2)

The following reflective prompts are based upon the 2011 InTASC Model Core Teaching Standards. For Oklahoma teacher certification, teacher candidates must document their knowledge of these standards in the educational portfolio. This is an introductory exercise to familiarize teacher candidates with these standards.

PART I

During your thirty hours of field experience, reflect on the following prompts.

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.

1. Discuss two reasons why a teacher should have understanding of how students learn and develop.

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.

2. Describe two ways in which your cooperating teacher adapted instruction based on the individual needs of the students in the class.

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.

3. Describe two motivational techniques your cooperating teacher used to create a positive learning environment in the classroom.

4. Discuss three skills you observed to be the key to effective classroom management.

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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. Discuss two reasons why it is important for a teacher to have a deep understanding of his/her teaching field.

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.

6. Describe two ways your cooperating teacher encouraged critical thinking and problem solving skills in the classroom.

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.

7. Describe two strategies employed by your cooperating teacher in assessing students. (Remember, this may include oral questioning, observation, or work produced by the student.)

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.

8. Describe how your cooperating teacher planned instruction to address two different learning styles exhibited by students in the classrooms. Be specific.

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.

9. Describe two instructional strategies your cooperating teacher used to encourage learning in the classroom.

10. Describe two ways your cooperating teacher incorporated technology into the classroom.

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.

11. Give three options available to teachers to grow professionally and to exhibit the dispositions of a life-long learner.

12. Discuss three dispositions that are important for all teachers to demonstrate as a professional educator.

13. Describe two ways you observed your cooperating teacher demonstrating the concept of “fairness.”

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.

14. Give two examples of how your cooperating teacher communicated with parents.

15. Describe two community/school activities in which a teacher may engage in order to support students' learning and well-being.

PART II

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

Reflect upon your observation experience and your responses to each question. Write a four-paragraph reflective paper. Each paragraph should be detailed and substantive in nature. Be sure and address the following concepts:

Paragraph 1 - Why do you want to be a teacher?

Paragraph 2 - What did you learn during your observation?

Paragraph 3 - How will this experience benefit you as a teacher?

Paragraph 4 - How you will demonstrate the concept "All Children Can Learn" in your classroom?

Criterion	Target (4-5 points)	Acceptable (2-3 points)	Unacceptable (0-1 point)
13. Concept of “fairness” is integral for the success of all students (InTASC Std. 9)	Candidate describes two ways cooperating teacher demonstrated fairness.	Candidate describes one way cooperating teacher demonstrated fairness.	Candidate does not address the question.
14. Examples of how the cooperating teacher communicated with parents (InTASC Std. 10)	Candidate gives two examples.	Candidate gives one example.	Candidate does not address question.
15. Community activities available for teachers to actively engage in to support students’ learning & well-being (InTASC Std. 10)	Candidate describes two community activities.	Candidate describes one community activity.	Candidate does not address question.
16. Good sentence structure is used in the reflection.			
17. Grammar & spelling are correct in the reflection.			

Total Points Earned _____ **/85 points**

PART II = WRITE A FOUR PAPAGRAPH REFLECTION.

Criterion	Target (4-5 points)	Acceptable (2-3 points)	Unacceptable (0-1 point)
1. Reflection discusses why candidate wants to be a teacher.			
2. Reflection discusses what Candidate learned during field experience.			
3. Reflection discusses how this experience benefits the Candidate’s growing competence as a teacher.			
4. Reflection discusses candidate’s belief that “All Children Can Learn”. Candidate demonstrates knowledge of learning styles and various presentation methods.			
5. Good sentence structure is used in the reflection.			
6. Grammar & spelling are correct in the reflection.			

Total Points Earned _____ **/ 30 points**

Section 3: DOE Admissions Packet

DEPARTMENT OF EDUCATION ADMISSION PROCEDURE

All teacher candidates must fulfill the following requirements to be admitted to the SWOSU Department of Education. The candidate will be responsible for maintaining and completing their portfolio. **Incomplete portfolios will not be accepted.**

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

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

APPLICATION FOR ADMISSION

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
DEPARTMENT OF EDUCATION

Full Name _____ Date _____

Student ID # _____ Social Security # _____

Permanent Address _____

Weatherford Address _____

Phone Number _____

Classification: freshman sophomore junior senior graduate

If graduate, date admitted to Graduate School: _____

Major field or fields _____

Advisor: _____

Do you have a degree? yes no

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

Where did you obtain your degree? _____

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

CRIMINAL HISTORY DISCLOSURE STATEMENT
Admission to SWOSU Department of Education

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

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

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

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

Signature of Applicant _____ Date _____

Plan of Study / Advisor Recommendation
Southwestern Oklahoma State University
Department of Education

Directions: 1) A completed SWOSU degree check must accompany this plan of study. Request your degree check using this link:

<http://www.swosu.edu/administration/registrar/degree-check.aspx>

2) Using your degree check, project **all remaining university coursework needed, including the current semester.**

3) Submit the Plan of Study for your advisor's signature. The projected sequence of coursework is **tentative**. This activity is necessary so that you and your advisor can estimate when you may student teach.

Semester		
Department	Course Number	Course Title

Semester		
Department	Course Number	Course Title

Semester		
Department	Course Number	Course Title

Semester		
Department	Course Number	Course Title

Semester		
Department	Course Number	Course Title

Semester		
Department	Course Number	Course Title

Semester		
Department	Course Number	Course Title

Semester		
Department	Course Number	Course Title

Semester		
Department	Course Number	Course Title

Semester		
Department	Course Number	Course Title

Student Signature

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

Advisor Signature

Estimated Dates for Certification Tests

OGET _____
OSAT _____
OPTE _____

LOG A

Candidate's Name: _____
Major: _____

PROFESSIONAL RESPONSIBILITY DOCUMENTATION LOG

Please list all involvement with families, colleagues, other school professionals, and community members. Include affiliation with professional organizations, attendance at professional development meetings, and volunteer work you have completed.

Type of Experience	Community, Professional Organization or School District	Number of Hours	Date of Experience (Sem./Year)	Activity

Based on InTASC Standard 9: Professional Learning and Ethical Practice and InTASC Standard 10: Leadership and Collaboration.

Candidate's Name: _____
 Major: _____

FIELD EXPERIENCE DOCUMENTATION FORM

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

UNIVERSITY COURSE	SCHOOL DISTRICT	TYPE OF EXPERIENCE	GRADE LEVEL OR SUBJECT	NO. OF HOURS	DATE OF EXPERIENCE (SEM./YEAR)	COOPERATING TEACHER'S NAME
Foundations of Education				20		
Foundations of Education				10		
Exceptional Children		Working with students with exceptionalities		5		
Media & Technology		Working with English Language Learners & incorporating technology		6		
Teachers' Course (K-12 and Secondary Majors only)				30		

CUMULATIVE NUMBER OF FIELD EXPERIENCE HOURS TO DATE: _____

Based on CAEP Standard 2: Clinical Partnerships and Practice

**DEPARTMENT OF EDUCATION
TEACHER CANDIDATE DISPOSITION RUBRIC**

Directions: Teacher candidates are responsible for 1) completing the demographic information; 2) presenting the rubric to the assigned evaluator; and 3) placing the completed, signed rubric in their professional portfolio.

Teacher Candidate: _____ SWOSU Identification Number: _____

Evaluator: _____

Check One: _____ School/Community Partner School Name/District: _____
 _____ SWOSU Faculty Member Department: _____

Disposition Criterion	3 Above Average	2 Average	1 Limited	0 Not Observed
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: _____

Any candidate with a rating of 1 in one or more areas of this rubric may be referred to the Department Chair for review and intervention. Candidates may be referred by the Department Chair to the Admission and Retention Committee to determine the candidate's continuance within the program.

Revised 2016

Field Experience
District Diversity Table
(Data obtained at www.schoolreportcard.org August 2016)

DISTRICT	COUNTY	AVERAGE ENROLLMENT (ADM)	% ETHNICITY (Black, Asian, Hispanic, Native American) Diverse=40% or greater	% FREE / REDUCED LUNCH Diverse=50% or greater
Altus	Jackson	3,810	47	59
Alva	Woods	1,030	21	46
Amber-Pocasset	Grady	477	10	51
Anadarko	Caddo	1,959	80	81
Arapaho-Butler	Custer	361	17	54
Arkoma	LeFlore	423	7	79
Arnett	Ellis	199	16	39
Banner	Canadian	167	18	51
Bartlesville	Washington	6042	32	49
Bethany	Oklahoma	1,646	30	44
Big Pasture	Cotton	202	22	50
Binger-Oney	Caddo	319	32	70
Bixby	Tulsa	5807	19	25
Blair	Jackson	295	33	57
Blanchard	McClain	1,748	18	46
Boone-Apache	Caddo	579	47	76
Bridge Creek	Grady	1494	15	49
Buffalo	Harper	281	36	63
Burns Flat-Dill City	Washita	713	23	69
Cache	Comanche	1,752	37	46
Calumet	Canadian	300	35	72
Canton	Blaine	380	33	67
Canute	Washita	437	21	60
Carnegie	Caddo	565	54	83
Cashion	Kingfisher	458	15	32
Cement	Caddo	249	18	67
Chattanooga	Comanche	1046	18	62
Cheyenne	Roger Mills	319	10	41
Chickasha	Grady	2,471	31	66
Chisholm	Garfield	885	13	32
Cimarron	Major	268	8	51
Choctaw-Nicoma Park	Oklahoma	5614	20	33
Clinton	Custer	2,255	56	74
Collinsville	Tulsa	2,679	34	40
Cordell	Washita	759	15	61
Corn Bible Academy (private)	Washita	84	NA	NA
Coweta	Wagoner	3291	36	44

Crescent	Logan	626	23	52
Crooked Oak	Oklahoma	1,084	86	96
Crutch	Oklahoma	303	70	97
Cyril	Caddo	349	31	63
Darlington	Canadian	229	91	94
Deer Creek	Oklahoma	4,231	15	7
Dover	Kingfisher	176	50	81
Drummond	Garfield	317	19	45
Duke	Jackson	201	30	53
Duncan	Stephens	3,861	28	57
Edmond	Oklahoma	21,950	26	29
El Reno	Canadian	2,528	40	73
Eldorado	Jackson	86	41	79
Elk City	Beckham	2,320	28	50
Elgin	Comanche	2,200	26	30
Elmore City	Garvin	495	17	61
Empire	Stephens	475	19	47
Enid	Garfield	7,208	36	71
Erick	Beckham	259	11	58
Fargo	Ellis	207	15	67
Fairview	Major	647	12	55
Frederick	Tillman	850	51	74
Ft. Cobb-Broxton	Caddo	343	32	68
Ft. Supply	Woodward	136	15	42
Gage	Ellis	96	22	83
Geary	Blaine	408	51	88
Gracemont	Caddo	164	66	67
Granite	Greer	253	12	55
Guthrie	Logan	3,303	23	64
Guymon	Texas	2,883	77	74
Hammon	Roger Mills	255	37	53
Harrah	Oklahoma	2,172	28	46
Hennessey	Kingfisher	793	47	77
Hilldale	Muskogee	1889	53	52
Hinton	Caddo	687	29	57
Hobart	Kiowa	817	31	68
Hollis	Harmon	550	49	70
Hydro-Eakly	Caddo	484	27	62
Jones	Oklahoma	1,166	21	51
Kingfisher	Kingfisher	1,425	29	50
Lawton	Comanche	15,866	52	58
Leedey	Roger Mills	220	16	34
Lexington	Cleveland	1,148	22	62
Lindsay	Garvin	1,279	25	50
Lomega	Kingfisher	237	16	74
Lone Wolf	Kiowa	82	22	80
Lookeba- Sickles	Caddo	248	44	73
Luther	Oklahoma	847	26	64

Mangum	Greer	688	27	69
Maple	Canadian	158	10	35
Marlow	Stephens	1458	18	50
McLoud	Pottawatomie	1847	25	67
Merritt	Beckham	631	17	50
Midwest City-Del City	Oklahoma	14,394	48	63
Millwood	Oklahoma	1,023	95	92
Minco	Grady	582	15	52
Moore	Cleveland	22,565	33	47
Mooreland	Woodward	516	10	51
Mt. View-Gotebo	Kiowa	258	26	70
Muskogee	Muskogee	6083	54	81
Mustang	Canadian	9,223	27	47
Navajo	Jackson	469	15	39
Newcastle	McClain	1,695	35	30
Ninnekah	Grady	551	17	68
Norman	Cleveland	14,895	27	47
Oakdale	Oklahoma	585	19	11
Okarche	Kingfisher	278	11	30
Okeene	Blaine	323	22	57
Oklahoma City	Oklahoma	42,662	80	88
Okmulgee	Okmulgee	1,529	63	92
Olustee	Jackson	156	50	81
Oologah-Talala	Rogers	1,812	35	44
Owasso	Tulsa	9,644	30	30
Perkins-Tryon	Payne	1,513	20	44
Perry	Noble	1,189	18	49
Piedmont	Canadian	2,895	25	21
Pioneer	Grady	391	19	43
Ponca City	Kay	5,172	31	68
Putnam City	Oklahoma	18,931	55	78
Quapaw	Ottawa	616	47	75
Reydon	Roger Mills	140	4	51
Ringling	Jefferson	440	35	71
Ringwood	Major	411	37	55
Ripley	Payne	459	52	78
Riverside	Canadian	175	33	78
Riverside Indian School (federal)	Caddo	462	100	100
Sacred Heart Catholic, El Reno (private)	Canadian	152	35	NA
Sayre	Beckham	693	15	55
Seiling	Dewey	410	20	51
Sentinel	Washita	331	28	64
Sharon-Mutual	Woodward	303	90	34
Shattuck	Ellis	354	15	51
Shawnee	Pottawatomie	3955	31	77
Snyder	Kiowa	444	29	72

St. Eugene Catholic, Oklahoma City (private)	Oklahoma	320	19	15
St. John Nepomuk Catholic, Yukon (private)	Canadian	221	18	NA
Stillwater	Payne	6151	22	46
Tahlequah	Cherokee	3494	63	72
Taloga	Dewey	91	6	58
Tecumseh	Pottawatomie	2249	34	60
Thomas-Fay-Custer	Custer	474	20	54
Tipton	Tillman	321	49	69
Tulsa	Tulsa	40,512	64	91
Tuttle	Grady	1,788	19	23
Union	Tulsa	15,699	56	65
Union City	Canadian	283	4	51
Velma-Alma	Stephens	485	9	37
Vici	Dewey	307	18	40
Watonga	Blaine	761	34	75
Wayne	McClain	514	39	65
Weatherford	Custer	1,939	24	52
Western Heights	Oklahoma	3,717	61	88
Western Oklahoma Christian School	Custer, Beckham	200	6	NA
Woodward	Woodward	2,712	25	53
Wynnewood	Garvin	708	36	62
Yukon	Canadian	7,600	20	37

RESTRICTED COURSES IN TEACHER EDUCATION

(students must be admitted to the Department of Education to take these courses)

ELEMENTARY MAJORS

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

PK-12 MAJORS

EDPSY3453	Educational Psych (Elem)
EDPSY 3653	Educational Psych (Sec)
ELEM 4613	Educ Tests & Meas (Elem)
SECED 4813	Educ Tests & Meas (Sec)
ELEM 4833	Principles of Tchnng Elem
SECED 4823	Principles of Tchnng Sec
EDUC 3321	Multicult/Spec Population

EDUC 4021	Critical Issues in Education
EDUC 4041	Classroom Management
ELEM 4765	Student Tchnng in Elem Sch
SECED 4965	Student Tchnng in Sec Sch
ART 4452	CMM Elementary Sch Art
ART 4553	Teachers' Course in Art
HPER 3553	Meth & Mat in El HPER
HPER 4553	Teachers' Course in H&PE
HPER 4541	Capstone Exp in HPER

SECONDARY MAJORS

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

SPECIAL EDUCATION MAJORS

LIT 4463	Children's Literature
----------	-----------------------

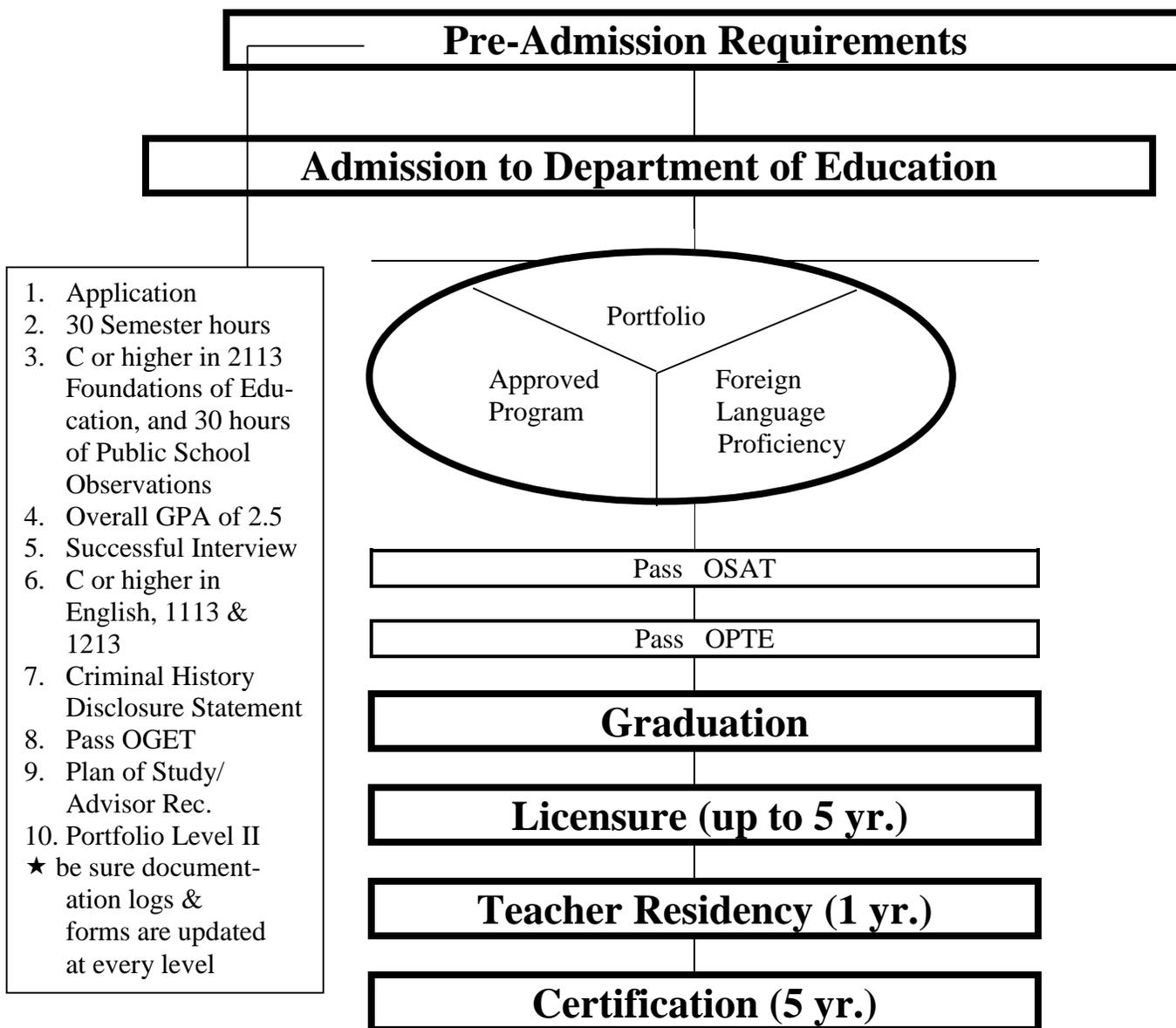
SPCED 3432	Assessment of Indiv ELNs	EDPSY 3453	Educational Psych (Elem)
ECED 4163	Percept Dev Infant/Toddler	EDPSY 3653	Educational Psych (Sec)
SPCED 4422	Proc for Tch Autism Spect	ELEM 4613	Educ Tests & Meas (Elem)
SPCED 4323	Proc Tch M/M Emot Disorders	SECED 4813	Educ Tests & Meas (Sec)
SPCED 4362	Seminar in Legal/Eth Pract	ELEM 4833	Principles of Tchng Elem
SPCED 3312	Proc Tch M/M Int Disabilities	SECED 4823	Principles of Tchng Sec
SPCED 4623	Proc Tch M/M Learn Disab	EDUC 3321	Multicult/Spec Population
SPCED 4821	Pract Mild/Mod	EDUC 4021	Critical Issues in Education
SPCED 4872	Collab & Planning in Spec Ed	EDUC 4041	Classroom Management
SPCED 4872	Transitional Planning	ELEM 4765	Student Tchng in Elem Sch
		SECED 4965	Student Tchng in Sec Sch

Section 4: Pathway to the Teaching Profession

SWOSU Certification Officer Information

**Mr. Reggy Yount
Certification Officer
SWOSU Department of Education
(Room 123-A)
Phone: 580-774-3158
Email: reggy.yount@swosu.edu**

PATH TO THE TEACHING PROFESSION



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

Certification Exams for Oklahoma Educators (CEOE)

Certification exams are offered at least 6 times per year. A maximum of two exams may be taken during one testing day. Study Guides are available online at www.ceoe.nesinc.com.

REQUIREMENTS FOR TAKING EXAMS:

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

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

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

REGISTRATION PROCEDURE FOR EXAMS:

Registration may be done by telephone, online or mail.

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

COMPUTER-BASED TESTING:

Computer-based testing is available at SWOSU. Contact the SWOSU Assessment Center for additional information: <http://www.swosu.edu/administration/assessment/>

LICENSURE/CERTIFICATION PROCEDURES

PROCEDURE FOR OBTAINING INITIAL 5-YEAR LICENSE:

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

PROCEDURE FOR OBTAINING INITIAL 5-YEAR TEACHING CERTIFICATE:

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

PROCEDURE FOR OBTAINING ADDITIONAL TEACHING AREAS:

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

PROCEDURE FOR OBTAINING CERTIFICATION IN MASTER'S LEVEL AREAS:

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

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

Foreign Language Proficiency Options at SWOSU:

1054 Elementary Spanish I *

1054 Elementary Latin I *

2014 Elementary French I *

American Sign Language *

- if taken at SWOSU – 2014 Sign Language is required
- if taken at Redlands - American Sign Language I & II are required
- if taken at USAO - American Sign Language I is required

Other Elementary Language Class (transferred) *

2 full years in high school (same language) *

Other university approved evaluation

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

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

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

Certification Items to Remember

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

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

Section 5: Portfolio Packet

**Southwestern Oklahoma State University
Department of Education**

Portfolio Rationale and Philosophy

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

Relationship to the Conceptual Framework

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

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

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

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

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
Department of Education

Portfolio Policy

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

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

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

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

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

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

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

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
DEPARTMENT OF EDUCATION
PORTFOLIO GUIDELINES**

1. The portfolio will be kept in a three ring binder. Candidates must place their names on both the spine of the binder and the cover of the binder.
2. The portfolio rubrics will act as a table of contents for levels I, II, III, and IV. Place tabs on these four items. Items within the sections do not need to be individually tabbed.
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 competencies 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 (CPA).
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.
8. Reflection statement examples are included in this packet.
9. Teacher candidates will choose artifacts for their portfolios from assignments completed in their professional education courses, methods courses, field experiences, and service learning opportunities.
10. The portfolio is to be the original work of the teacher candidate.
11. The chairperson of the Department of Education and university instructors may call for, examine, and conduct reviews for portfolios at any time.

EXPERIENCE BASED TEACHER EDUCATION



SWOSU - Foundations of Education
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/ Reflection Forms				
Teacher Candidate Disposition Rubric (completed by cooperating teacher)				
Interview Critiques				
Documentation Logs				
Log A				
Log B				
Log C				
Portfolio is in a three ring binder				
Correct Spelling and Grammar				
Portfolio is consistent, organized, and complete for Level I				

Additional Comments:

Evaluator's Signature _____ Date _____

SWOSU – Admission to the Department of Education
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 Stm 6. Degree Check 7. Plan of Study				
Teacher Candidate Disposition Rubric (DOE faculty member)				
Teacher Candidate Disposition Rubric (A&S faculty member)				
Field Experience Documentation Logs:				
Log A				
Log B				
Log C				
Portfolio is in a three ring binder				
Correct Spelling and Grammar				
Portfolio is consistent, organized, and complete for Level II				
Student is Admitted to Dept. of Education				

Chair of Admission _____ Date _____

**SWOSU – Admission to Professional Semester
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				
Log B				
A <u>minimum</u> of 45 hrs. of field experience must be documented on Log B.				
Log C				

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 student is admitted to the Professional Semester.				

Additional Comments:

Reviewed by:

Teacher Education Faculty _____ Date _____

Teacher Education Faculty _____ Date _____

**SWOSU – Teacher Candidacy and EBTE
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				
Field Experience Documentation Logs:				
Log A				
Log B				
Log C				
Observation Form (1)				
Interview Form (1)				
Activity/Meeting Form (1)				
Teacher Candidate Disposition Rubric (Cooperating Teacher)				
Formative Evaluations				
Summative Evaluation				
Self-Evaluations				
Culminating Performance Activity: 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 licensure.				

Additional Comments:

Evaluator's Signature _____ Date _____

Candidate's Name: _____
Major: _____

PROFESSIONAL RESPONSIBILITY DOCUMENTATION LOG

Please list all involvement with families, colleagues, other school professionals, and community members. Include affiliation with professional organizations, attendance at professional development meetings, and volunteer work you have completed.

Type of Experience	Community, Professional Organization or School District	Number of Hours	Date of Experience (Sem./Year)	Activity

Based on InTASC Standard 9: Professional Learning and Ethical Practice and InTASC Standard 10: Leadership and Collaboration.

Candidate's Name: _____
 Major: _____

FIELD EXPERIENCE DOCUMENTATION FORM

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

UNIVERSITY COURSE	SCHOOL DISTRICT	TYPE OF EXPERIENCE	GRADE LEVEL OR SUBJECT	NO. OF HOURS	DATE OF EXPERIENCE (SEM./YEAR)	COOPERATING TEACHER'S NAME
Foundations of Education				20		
Foundations of Education				10		
Exceptional Children		Working with students with exceptionalities		5		
Media & Technology		Working with English Language Learners & incorporating technology		6		
Teachers' Course (K-12 and Secondary Majors only)				30		

CUMULATIVE NUMBER OF FIELD EXPERIENCE HOURS TO DATE: _____

Based on CAEP Standard 3: Clinical Partnerships and Practice

**DEPARTMENT OF EDUCATION
TEACHER CANDIDATE DISPOSITION RUBRIC**

Directions: Teacher candidates are responsible for 1) completing the demographic information; 2) presenting the rubric to the assigned evaluator; and 3) placing the completed, signed rubric in their professional portfolio.

Teacher Candidate: _____ SWOSU Identification Number: _____

Evaluator: _____

Check One: _____ School/Community Partner School Name/District: _____
 _____ SWOSU Faculty Member Department: _____

Disposition Criterion	3 Above Average	2 Average	1 Limited	0 Not Observed
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: _____

Any candidate with a rating of 1 in one or more areas of this rubric may be referred to the Department Chair for review and intervention. Candidates may be referred by the Department Chair to the Admission and Retention Committee to determine the candidate's continuance within the program.

Revised 2016

**Southwestern Oklahoma State University
Department of Education**

Review Guidelines

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

Level One - Foundations of Education

Level Two - Admission to the Department of Education

Level Three - Admission to the Professional Semester

Level Four - Student Teaching and EBTE

Level One - Foundations of Education

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

Level Two - Admission to the Department of Education

1. Teacher candidates will initiate their portfolio in Foundations of Education.
2. Teacher candidates will submit their portfolio to the Admissions Office, Edu. 102, 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

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.
5. The list of student teaching candidates will be presented to the Teacher Education Council for final approval.

Level Four - Student Teaching and EBTE

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 supervisor may recommend the teacher candidate for licensure application. 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.

The InTASC Model Core Teaching Standards

The Learner and Learning

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.

Content Knowledge

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 these aspects of 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.

Instructional Practice

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 text.

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.

Professional Responsibility

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 learning growth, and to advance the profession.

Name:
Date:
Course:

REFLECTION/RATIONALE STATEMENT FOR STANDARD 1

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.

Relationship to Conceptual Framework: **Classroom Experiences**
(Check all that apply.) **Cohort Experiences**
 Field Experiences
 Service Learning

Name of Artifact:

Date artifact was completed:

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

- How does the artifact meet the standard?
- How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?
- What did you learn by completing the artifact?
- How will you use these skills and information as a teacher?

Reflection Rationale Rubric Standard 1



Name:

Course:

Semester:

Description	T	A	UA	Comments
Standard is stated and written in full				
Relationship to Conceptual Framework				
Artifact is labeled				
Course and date identified				
Rationale is written in paragraph form addressing all the questions noted below				
1. How does the artifact meet the standard? 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.				
2. How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?				
3. What did you learn by completing the artifact?				
4. How will you use these skills and information as a teacher?				
The rationale is typed.				
Good sentence structure is used. Grammar and Spelling are correct.				
The rationale is complete.				

LEGEND:

Target = T

Acceptable = A

Unacceptable = UA

Professor/Instructor Signature

Date

Name:
Date:
Course:

REFLECTION/RATIONALE STATEMENT FOR STANDARD 2

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.

Relationship to Conceptual Framework: Classroom Experiences
(Check all that apply.) Cohort Experiences
 Field Experiences
 Service Learning

Name of Artifact:

Date artifact was completed:

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

- How does the artifact meet the standard?
- How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?
- What did you learn by completing the artifact?
- How will you use these skills and information as a teacher?

Reflection Rationale Rubric Standard 2

Name:

Course:

Semester:

Description	T	A	UA	Comments
Standard is stated and written in full				
Relationship to Conceptual Framework				
Artifact is labeled				
Course and date identified				
Rationale is written in paragraph form addressing all the questions noted below				
1. How does the artifact meet the standard? 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.				
2. How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?				
3. What did you learn by completing the artifact?				
4. How will you use these skills and information as a teacher?				
The rationale is typed.				
Good sentence structure is used. Grammar and Spelling are correct.				
The rationale is complete.				

LEGEND:

Target = T

Acceptable=A

Unacceptable=UA

Signature of person providing critique

Date

Name:
Date:
Course:

REFLECTION/RATIONALE STATEMENT FOR STANDARD 3

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.

Relationship to Conceptual Framework: Classroom Experiences
(Check all that apply.) Cohort Experiences
 Field Experiences
 Service Learning

Name of Artifact:

Date artifact was completed:

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

- How does the artifact meet the standard?
- How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?
- What did you learn by completing the artifact?
- How will you use these skills and information as a teacher?

Reflection Rationale Rubric Standard 3

Name:

Course:

Semester:

Description	T	A	UA	Comments
Standard is stated and written in full				
Relationship to Conceptual Framework				
Artifact is labeled				
Course and date identified				
Rationale is written in paragraph form addressing all the questions noted below				
1. How does the artifact meet the standard? 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.				
2. How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?				
3. What did you learn by completing the artifact?				
4. How will you use these skills and information as a teacher?				
The rationale is typed.				
Good sentence structure is used. Grammar and Spelling are correct.				
The rationale is complete.				

LEGEND:

Target=T

Acceptable=A

Unacceptable=UA

Signature of person providing critique

Date

Name:
Date:
Course:

REFLECTION/RATIONALE STATEMENT FOR STANDARD 4

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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Relationship to Conceptual Framework: Classroom Experiences
(Check all that apply.) Cohort Experiences
 Field Experiences
 Service Learning

Name of Artifact:

Date artifact was completed:

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

- How does the artifact meet the standard?
- How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?
- What did you learn by completing the artifact?
- How will you use these skills and information as a teacher?

Reflection Rationale Rubric Standard 4

Name:

Course:

Semester:

Description	T	A	UA	Comments
Standard is stated and written in full				
Relationship to Conceptual Framework				
Artifact is labeled				
Course and date identified				
Rationale is written in paragraph form addressing all the questions noted below				
1. How does the artifact meet the standard? 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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.				
2. How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?				
3. What did you learn by completing the artifact?				
4. How will you use these skills and information as a teacher?				
The rationale is typed.				
Good sentence structure is used. Grammar and Spelling are correct.				
The rationale is complete.				

LEGEND:

Target=T

Acceptable=A

Unacceptable=UA

Signature of person providing critique

Date

Name:
Date:
Course:

REFLECTION/RATIONALE STATEMENT FOR STANDARD 5

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.

Relationship to Conceptual Framework: Classroom Experiences
(Check all that apply.) Cohort Experiences
 Field Experiences
 Service Learning

Name of Artifact:

Date artifact was completed:

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

- How does the artifact meet the standard?
- How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?
- What did you learn by completing the artifact?
- How will you use these skills and information as a teacher?

Reflection Rationale Rubric Standard 5

Name:

Course:

Semester:

Description	T	A	UA	Comments
Standard is stated and written in full				
Relationship to Conceptual Framework				
Artifact is labeled				
Course and date identified				
Rationale is written in paragraph form addressing all the questions noted below				
1. How does the artifact meet the standard? 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.				
2. How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?				
3. What did you learn by completing the artifact?				
4. How will you use these skills and information as a teacher?				
The rationale is typed.				
Good sentence structure is used. Grammar and Spelling are correct.				
The rationale is complete.				

LEGEND:

Target = T

Acceptable = A

Unacceptable = UA

Signature of person providing critique

Date

Name:
Date:
Course:

REFLECTION/RATIONALE STATEMENT FOR STANDARD 6

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.

Relationship to Conceptual Framework: Classroom Experiences

(Check all that apply.)

Cohort Experiences

Field Experiences

Service Learning Experiences

Name of Artifact:

Date artifact was completed:

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

- How does the artifact meet the standard?
- How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?
- What did you learn by completing the artifact?
- How will you use these skills and information as a teacher?

Reflection Rationale Rubric Standard 6



Name:

Course:

Semester:

Description	T	A	UA	Comments
Standard is stated and written in full				
Relationship to Conceptual Framework				
Artifact is labeled				
Course and date identified				
Rationale is written in paragraph form addressing all the questions noted below				
1. How does the artifact meet the standard? 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.				
2. How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?				
3. What did you learn by completing the artifact?				
4. How will you use these skills and information as a teacher?				
The rationale is typed.				
Good sentence structure is used. Grammar and Spelling are correct.				
The rationale is complete.				

LEGEND:

T=Target

A=Acceptable

UA=Unacceptable

Signature of person providing critique

Date

Name:
Date:
Course:

REFLECTION/RATIONALE STATEMENT FOR STANDARD 7

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 text.

Relationship to Conceptual Framework: Classroom Experiences
(Check all that apply.) Cohort Experiences
 Field Experiences
 Service Learning

Name of Artifact:

Date artifact was completed:

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

- How does the artifact meet the standard?
- How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?
- What did you learn by completing the artifact?
- How will you use these skills and information as a teacher?

Reflection Rationale Rubric Standard 7

Name:

Course:

Semester:

Description	T	A	UA	Comments
Standard is stated and written in full				
Relationship to Conceptual Framework				
Artifact is labeled				
Course and date identified				
Rationale is written in paragraph form addressing all the questions noted below				
1. How does the artifact meet the standard? 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 text.				
2. How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?				
3. What did you learn by completing the artifact?				
4. How will you use these skills and information as a teacher?				
The rationale is typed.				
Good sentence structure is used. Grammar and Spelling are correct.				
The rationale is complete.				

LEGEND:

T=Target

A=Acceptable

UA=Acceptable

Signature of person providing critique

Date

Name:
Date:
Course:

REFLECTION/RATIONALE STATEMENT FOR STANDARD 8

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.

Relationship to Conceptual Framework: Classroom Experiences
(Check all that apply.) Cohort Experiences
 Field Experiences
 Service Learning

Name of Artifact:

Date artifact was completed:

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

- How does the artifact meet the standard?
- How does the artifact connect principles and theories that you learning in this course to actual practice in public schools?
- What did you learn by completing the artifact?
- How will you use these skills and information as a teacher?

Reflection Rationale Rubric Standard 8

Name:

Course:

Semester:

Description	T	A	UA	Comments
Standard is stated and written in full				
Relationship to Conceptual Framework				
Artifact is labeled				
Course and date identified				
Rationale is written in paragraph form addressing all the questions noted below				
1. How does the artifact meet the standard? 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.				
2. How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?				
3. What did you learn by completing the artifact?				
4. How will you use these skills and information as a teacher?				
The rationale is typed.				
Good sentence structure is used. Grammar and Spelling are correct.				
The rationale is complete.				

LEGEND:

T=Target

A=Acceptable

UA=Unacceptable

Signature of person providing critique

Date

Name:
Date:
Course:

REFLECTION/RATIONALE STATEMENT FOR STANDARD 9

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.

Relationship to Conceptual Framework: **Classroom Experiences**
(Check all that apply.) **Cohort Experiences**
 Field Experiences
 Service Learning

Name of Artifact:

Date artifact was completed:

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

- How does the artifact meet the standard?
- How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?
- What did you learn by completing the artifact?
- How will you use these skills and information as a teacher?

Reflection Rationale Rubric Standard 9

Name:

Course:

Semester:

Description	T	A	UA	Comments
Standard is stated and written in full				
Relationship to Conceptual Framework				
Artifact is labeled				
Course and date identified				
Rationale is written in paragraph form addressing all the questions noted below				
1. How does the artifact meet the standard? 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.				
2. How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?				
3. What did you learn by completing the artifact?				
4. How will you use these skills and information as a teacher?				
The rationale is typed.				
Good sentence structure is used. Grammar and Spelling are correct.				
The rationale is complete.				

LEGEND:

Target = T

Acceptable = A

Unacceptable = UA

Signature of person providing critique

Date

Name:
Date:
Course:

REFLECTION/RATIONALE STATEMENT FOR STANDARD 10

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 learning growth, and to advance the profession.

Relationship to Conceptual Framework: Classroom Experiences
(Check all that apply.) Cohort Experiences
 Field Experiences
 Service Learning

Name of Artifact:

Date artifact was completed:

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

- How does the artifact meet the standard?
- How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?
- What did you learn by completing the artifact?
- How will you use these skills and information as a teacher?

Reflection Rationale Rubric Standard 10



Name:

Course:

Semester:

Description	T	A	UA	Comments
Standard is stated and written in full				
Relationship to Conceptual Framework				
Artifact is labeled				
Course and date identified				
Rationale is written in paragraph form addressing all the questions noted below				
1. How does the artifact meet the standard? 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 learning growth, and to advance the profession.				
2. How does the artifact connect principles and theories that you learned in this course to actual practice in public schools?				
3. What did you learn by completing the artifact?				
4. How will you use these skills and information as a teacher?				
The rationale is typed.				
Good sentence structure is used. Grammar and Spelling are correct.				
The rationale is complete.				

LEGEND:

Target=T

Acceptable=A

Unacceptable=UA

Signature of person providing critique

Date

SWOSU

DEPARTMENT OF EDUCATION

SUGGESTED ARTIFACT LIST

Updated 7.2019

Major: Early Childhood

InTASC Standard	NAEYC Standards	Course Prefix & #	Course Name	Artifact (Assignment)
Standard #1: Learner Development	3a, 5a, 5c, 6c	ECED 4423	Play Methods & Materials	Thematic Center Prop Box with Curriculum Additions
	1a, 3a, 5a, 5c, 6c	ECED 4612	Practicum in ECED	Thematic Unit Plan & Written Evaluations
	3a, 5a, 5c, 6c	ECED 4483	Exploring a Child's World	Thematic Unit
		EDPSY 3453	Educational Psychology	Case Study with Artifacts
Standard #2: Learning Differences	1b, 4b, 5b	ECED 4533	Guidance of Pre-School	Observation Reflections
	1b, 4b, 5b	ECED 4483	Exploring a Child's World	DAP assignment
	3b, 3c, 4b, 6c	LIBED 3423	Media & Tech	Diversity Unit
Standard #3: Learning Environments	1c, 4c	ECED 4163	Perc. Dev. Infants/Toddlers	Infant Toddler Environment Lesson Plan
	1c, 4c	ECED 4483	Exploring a Child's World	Transition Assignment Paper
Standard #4: Content Knowledge	2a, 2b, 6b	ECED 4423	Play Methods & Materials	Play Research Paper
	2a, 2b, 6b	ECED 4483	Exploring a Child's World	Math/STEM Presentations
	2a, 2b, 6b	ECED 4463	Expressive Arts	Author Study
Standard #5: Application of Content	3a, 5a, 5c, 6c	ECED 4612	Practicum in ECED	Case Study with Artifacts
	3a, 5a, 5c, 6c	ECED 4533	Guidance of Pre-School Child	Becky Bailey Assignment
	3a, 5a, 5c, 6c	ECED 4163	Perc. Dev. Infants/Toddlers	Normal Developing case study of prenatal, infant/toddler, preschool child

Standard #6: Assessment	2c, 3b, 3d	ECED 4163	Perc. Dev. Infants/Toddlers	ASQ, Milestones, Temperament assignment with reflections involving parents
	2c, 3b, 3d	ECED 4463	Expressive Arts	Child's Portfolio Assignment
Standard #7: Planning for Instruction	1a, 3c	ECED 4163	Perc. Dev. Infants/Toddlers	Atypical Addition to Case Study
	1a, 3c	ECED 4533	Play Methods & Materials	Toy Evaluation Rubric
	1a, 3c	ECED 4483	Exploring a Child's World	Science/Math Cooking Activity
Standard #8: Instructional Strategies	4a	ECED 4533	Guidance of Pre-School	Brain research techniques article (based on Becky Bailey)
	4a	ECED 4463	Expressive Arts	Sensory Activities
Standard #9: Professional Learning and Ethical Practice	6a, 6d	EDUC 2113	Foundations of Education	Legal Issues Assignment Copyright Presentation Case Study
	6a, 6d	ECED 4163	Perc. Dev. Infants/Toddlers	Family Involvement Assignment (emphasizing Ethics from NAEYC Code of Ethics)
	6a, 6d	ECED 4533	Guidance of Pre-School Child	Anecdotal Records during Field Experience Observations
	4b, 6c	LIBED 3423	Media & Tech	Digital Dilemmas Unit
Standard #10: Leadership and Collaboration	6e	SPCED 3132	Exceptional Children	Special Olympics/Glow Prom, Reflection, and Standard 10 Reflection/Rubric

Major: Elementary Education

InTASC Standard	ACEI Standards	Course Prefix & #	Course Name	Artifact (Assignment)
Standard #1: Learner Development	1.0, 2.1, 3.1, 3.2, 3.4	RDNG	Reading 1	The Big 5 Prezi Presentation
Standard #2: Learning Differences	3.1, 3.2, 3.3, 3.5, 5.0, 5.1	LIBED 3423	Media & Tech	Diversity Unit
Standard #3: Learning Environments	1.0, 2.2, 3.3, 5.1	ELEM 4352	Teaching Science	Field Experience Reflection Paper
	1.0, 2.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1	ELEM 4463	Children's Literature	Literature Circle Roles and Book Trailer
Standard #4: Content Knowledge	1.0, 2.1, 3.1, 3.2, 3.4, 3.5	ELEM 3453	Language Arts	Lesson Plan Presentation on Grammar or Creative Writing Topic
	1.0, 2.2, 3.1, 3.2, 3.3, 3.4, 4.0	ELEM 4352	Teaching Science	Lesson Plan
	1.0, 2.1, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.0	ELEM 3513	CMM Math	Literature-based Lesson Plan
Standard #5: Application of Content	1.0, 2.4, 3.1, 3.2, 3.3, 3.4	ELEM 3522	CMM Social Studies	Field Trip Packet
Standard #6: Assessment	3.3, 3.4, 4.0, 5.1, 5.2	RDNG 4443	Diagnostic Practices	Assessment Project (IRI)
	4.0	ELEM 4613	Educational Tests & Measurements	Sample Exam and/or Performance Assessment
Standard #7: Planning for Instruction	1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 4.0	ELEM 3522	CMM Social Studies	Social Studies Thematic Unit
	1.0, 2, 3.1, 3.2, 3.4, 3.5	RDNG 3432	Teaching Reading II	Cross-curricular Thematic Unit
Standard #8: Instructional Strategies	1.0, 2.1, 3.1, 3.2, 3.4	ELEM 4222	Phonics & Penmanship	Multiple Instructional Strategies for Digital Literacy Research Essay
Standard #9: Professional Learning and Ethical Practice	3.1, 3.3, 3.5, 5.0, 5.1	LIBED 3423	Media & Tech	Digital Dilemmas
	5.1	EDUC 2113	Foundations of Education	Legal Issues in Education: Oral Presentation & Written Article Review

<p>Standard #10: Leadership and Collaboration</p>	<p>3.4, 5.2</p>	<p>SPCED 3132</p>	<p>Exceptional Children</p>	<p>Special Olympics/Glow Prom Participation, Reflection, and Standard 10 Reflection/Rubric</p>
--	-----------------	-------------------	-----------------------------	--

Major(s): Special Education

InTASC Standard	CEC Standards	Course Prefix & #	Course Name	Artifact (Assignment)
Standard #1: Learner Development	1: Learner Development and Individual Learning Differences	ELEM 4833	Principles of Teaching	Lesson plans- Modifications, Bloom's Taxonomy, All Children Can Learn, Fairness
		SPCED 4862	Collaboration & Planning in Special Education	Rubric, IEP Project, Instructor's rating
Standard #2: Learning Differences	1: Learner Development and Individual Learning Differences	SPCED 4623	Procedures for Teaching M/M LD	Lesson Plans- Modifications, Bloom's Taxonomy, All Children Can Learn, Fairness
		ELEM 4833	Principles of Teaching	Field trip, observation packet, reflection, rubric
Standard #3: Learning Environments	2: Learning Environments	SPCED4623	Procedures for Teaching M/M LD	Classroom Arrangement, Supply List, Schedule, Narrative Classroom Arrangement, Supply List, Schedule, Narrative
		ELEM 4833	Principles of Teaching	Classroom management plan and letter to Parents Harry Wong reflection paper
Standard #4: Content Knowledge	3: Curricular Content Knowledge	ELEM 4833	Principles of Teaching	Lesson Plans- Modifications, Bloom's Taxonomy, All Children Can Learn, Fairness
		SPCED 4821	Practicum for mild/moderate Disabilities	Rubrics, observations, evaluations, ratings by university supervisor, and cooperating teacher
Standard #5: Application of Content	3: Curricular Content Knowledge	SPCED 3213	Intro to M/M	M/M practicum portfolio
		ELEM 4833	Principles of Teaching	Lesson plans- Modifications, Bloom's Taxonomy, All Children Can Learn, Fairness
		ECED 4163	Perc. Dev. Infants/Toddlers	Rubric, project with paper, peer evaluations, instructor evaluations
Standard #6: Assessment	4: Assessment	SPCED 3432	Assessment Diag/Eval of Individuals with ELNs	Assessment Project (IRI)- Paper with graded paper
Standard #7: Planning for Instruction	5: Instructional Planning and Strategies	SPCED 4872	Transitional Plan/Tch at Sec Level	ITP Case Study
		ELEM 4833	Principles of Teaching	Lesson plans- Modifications, Bloom's Taxonomy, All Children Can Learn, Fairness

Standard #8: Instructional Strategies	5: Instructional Planning and Strategies	SPCED 4422 ELEM 4833	Proc Teaching Autism Spectrum Disorders Principles of Teaching	Communication Analysis and Implementation of Aug./Alternative Communication Strategies Contemporary Issues Presentation
Standard #9: Professional Learning and Ethical Practice	6: Professional Learning and Ethical Practice	SPCED 4362	Seminar in Legal/Ethical Practices	Research Paper/Presentation Legal Research Paper,
Standard #10: Leadership and Collaboration	7: Collaboration	SPCED 3132	Exceptional Children	Special Olympics/Glow Prom Participation, Reflection, and Standard 10 Reflection/Rubric

**SUGGESTED ARTIFACT
LIST
Secondary Majors**

Major(s): English Education

InTASC Standard	NCTE Standards	Course Prefix & #	Course Name	Artifact (Assignment)
Standard #1: Learner Development	II 1, V 1-4, VI.1	ENGL 4675	Teaching High School English	Unit plan, Diversity lesson plan, Poetry lesson plan, Teaching demonstration
Standard #2: Learning Differences	V 1-4, VI.1	ENGL 4675 LIBED 3423	Teaching High School English Media & Tech	Unit plan, Diversity lesson plan, Poetry lesson plan, Teaching demonstration Diversity Unit
Standard #3: Learning Environments	VI.1	ENGL 4675	Teaching High School English	Unit plan, Diversity lesson plan, Poetry lesson plan, Teaching demonstration
Standard #4: Content Knowledge	V 1-4, VI.1	ENGL 4675	Teaching High School English	Unit plan, Diversity lesson plan, Poetry lesson plan, Teaching demonstration
Standard #5: Application of Content	V 1-4, VI.1	ENGL 4675	Teaching High School English	Unit plan, Diversity lesson plan, Poetry lesson plan, Teaching demonstration
Standard #6: Assessment	III 1-6, IV 1-4, VI.1	ENGL 4675	Teaching High School English	Unit plan, Diversity lesson plan, Poetry lesson plan, teaching demonstration, assessing student papers workshop rubric & copy of papers assessed
Standard #7: Planning for Instruction	V1-4, VI.1	ENGL 4675	Teaching High School English	Unit plan, Diversity

				lesson plan, Poetry lesson plan, Teaching demonstration
Standard #8: Instructional Strategies	I 1-2, VI.1	ENGL 4675	Teaching High School English	Unit plan, Diversity lesson plan, Poetry lesson plan, Teaching demonstration
Standard #9: Professional Learning and Ethical Practice	VI.1	ENGL 4675 LIBED 3423	Teaching High School English Media & Tech	Unit plan, Diversity lesson plan, Poetry lesson plan, Teaching demonstration Digital Dilemmas
Standard #10: Leadership and Collaboration	VI.1	ENGL 4675	Teaching High School English	Unit plan, Diversity lesson plan, Poetry lesson plan, Teaching demonstration

Major(s): History Education

InTASC Standard	NCSS Standards	Course Prefix & #	Course Name	Artifact (Assignment)
Standard #1: Learner Development	Standard 4	SOCS 4133	Teacher's Course in Social Science	Unit Plan, Concept Lesson Plan, Inquiry Lesson Plan
Standard #2: Learning Differences	Standard 4	SOCS 4133	Teacher's Course in Social Science	Unit Plan, Concept Lesson Plan, Inquiry Lesson Plan
		LIBED 3423	Media & Tech	Diversity Unit
Standard #3: Learning Environments	Standard 4	SOCS 4133	Teacher's Course in Social Science	Group Lesson Plan Presentation
Standard #4: Content Knowledge	Standard 1	SOCS 4133	Teacher's Course in Social Science	Unit Plan, Concept Lesson Plan, Inquiry Lesson Plan
Standard #5: Application of Content	Standard 2	SOCS 4133	Teacher's Course in Social Science	Unit Plan, Concept Lesson Plan, Inquiry Lesson Plan
Standard #6: Assessment	Standard 3	SOCS 4133	Teacher's Course in Social Science	Unit Plan, Concept Lesson Plan, Inquiry Lesson Plan
Standard #7: Planning for Instruction	Standard 2	SOCS 4133	Teacher's Course in Social Science	Unit Plan, Concept Lesson Plan, Inquiry Lesson Plan
Standard #8: Instructional Strategies	Standard 3	SOCS 4133	Teacher's Course in Social Science	Unit Plan, Concept Lesson Plan, Inquiry Lesson Plan
Standard #9: Professional Learning and Ethical Practice	Standard 5	SOCS 4133	Teacher's Course in Social Science	Professional Development Workshop/Conference
		EDUC 2113	Foundations of Education	Legal Issues in Education: Oral Presentation & Written Article Review
		LIBED 3423	Media & Tech	Digital Dilemmas Unit
Standard #10: Leadership and Collaboration	Standard 5	SPCED 3132	Exceptional Children	Special Olympics/Glow Prom Participation, Reflection, and Standard 10 Reflection/Rubric

Major(s): Mathematics Education

InTASC Standard	NCTM Standards	Course Prefix & #	Course Name	Artifact (Assignment)
Standard #1: Learner Development	3e, 3f, 3g, 6	SECED 4823	Principles of Teaching	Lesson plans- Modifications, Bloom's Taxonomy, All Children Can Learn, Fairness
Standard #2: Learning Differences	3a, 3b, 3c 4b, 4c, 4d, 4e	LIBED 3423	Media & Tech	Diversity Unit
Standard #3: Learning Environments	4	MATH 4933	Teaching Secondary Math	Enrichment Activities Classroom Management Plan
Standard #4: Content Knowledge	2, 3b, 3c, 3d, 3e, 4e, 6c	MATH 4933	Teaching Secondary Math	Lesson Plan #1
Standard #5: Application of Content	2e, 3d, 3e, 4b, 4e	MATH 4933	Teaching Secondary Math	Lesson Plan #3
Standard #6: Assessment	3f, 3g, 5c	MATH 4933	Teaching Secondary Math	Tutoring Forms and Tutoring Summary
Standard #7: Planning for Instruction	3c, 4b, 5b	MATH 4933	Teaching Secondary Math	Lesson Plan #1, 2, or 3
Standard #8: Instructional Strategies	2, 3d, 3e, 4c	MATH 4933	Teaching Secondary Math	Lesson Plan #1, 2, or 3
Standard #9: Professional Learning and Ethical Practice	6	EDUC 2113	Foundations of Education	Legal Issues in Education: Oral Presentation & Written Article Review
		LIBED 3423	Media & Tech	Digital Dilemmas
Standard #10: Leadership and Collaboration	3b, 6	SPCED 3132	Exceptional Children	Special Olympics/Glow Prom Participation, Reflection, and Standard 10 Reflection/Rubric

Major(s): Natural Science Education

InTASC Standard	NSTA Standards	Course Prefix & #	Course Name	Artifact (Assignment)
Standard #1: Learner Development	2a, 2c, 3a, 3b	SECED 4843	Teachers Course in Science	Unit Plan, Lesson Plan
Standard #2: Learning Differences	2a, 2c, 3a, 3b	SECED 4843 LIBED 3423	Teachers Course in Science Media & Tech	Unit Plan, Lesson Plan Diversity Unit
Standard #3: Learning Environments	3a, 3b, 3c	SECED 4843	Teachers Course in Science	Unit Plan, Lesson Plan
Standard #4: Content Knowledge	1a, 1b, 1c	SECED 4843	Teachers Course in Science	Unit Plan, Lesson Plan
Standard #5: Application of Content	1a	SECED 4843	Teachers Course in Science	Unit Plan, Lesson Plan
Standard #6: Assessment	5a, 5b, 5c	SECED 4843	Teachers Course in Science	Unit Plan, Lesson Plan
Standard #7: Planning for Instruction	2a-2e	SECED 4843	Teachers Course in Science	Unit Plan, Lesson Plan
Standard #8: Instructional Strategies	2b, 2d, 3a	SECED 4843	Teachers Course in Science	Unit Plan, Lesson Plan
Standard #9: Professional Learning and Ethical Practice	6b, 6c	EDUC 2113 LIBED 3423 SECED 4843	Foundations of Education Media & Tech Technology Teachers Course in Science	Legal Issues in Education: Oral Presentation & Written Article Review Digital Dilemmas Unit Professional Development Workshops/Conferences, Science Presentations
Standard #10: Leadership and Collaboration	62	SPCED 3132	Exceptional Children	Special Olympics/Glow Prom Participation, Reflection, and Standard 10 Reflection/Rubric

Major(s): Art Education

InTASC Standard	NAEA Standards	Course Prefix & #	Course Name	Artifact (Assignment)
Standard #1: Learner Development	IV.f	Art 4452	CMM Elementary Art	Lowenfeld Report
		Art 4553	Teachers Course in Art	Chapter 1 worksheet: Art to Enhance the Individual Child
Standard #2: Learning Differences	V.a	Art 4452	CMM Elementary Art	Lesson Planning Activities/Presentations
		Art 4553	Teachers Course in Art	Unit Writing Assignment
		LIBED 3423	Media & Tech	Digital Dilemmas
Standard #3: Learning Environments	VI.b	Art 4452	CMM Elementary Art	Lesson Planning Activities/Presentations
		Art 4553	Teachers Course in Art	Chapter 5: Preparing for your Students
Standard #4: Content Knowledge	V.e	Art 1123	Foundations I	Basics of Drawing
		Art 1133	Foundations 2	Basics of 2 Dimensional
		Art 1143	Foundations 3	Basics of 3 Dimensional
Standard #5: Application of Content	VI.b	Art 4333	Studio Drawing	Drawing Assignments
		Art 4313	Painting Studio	Painting Assignments
		Art 3413	Sculpture Studio	Sculpture (3D) Assignments
		Art 3483	Printmaking Studio	Printmaking Processes
		Art 3353	Clay Studio	Clay Construction Techniques
Standard #6: Assessment	VII.b	Art 4452	CMM Elementary Art	Lesson Planning Assignment: Batik
		Art 4553	Teachers Course in Art	Chapter 14: Addressing Standards, Assessment, and Accountability
Standard #7: Planning for Instruction	V.e	Art 4452	CMM Elementary	Exploring Integration Process Discussion/Reflection
		Art 4553	Teachers Course in Art	Chapter 4: Lesson Components and Planning Strategies Chapter 6: Teaching the Language of Vision

Standard #8: Instructional Strategies	II.a	Art 4452 Art 4553	CMM Elementary Art Teachers Course in Art	Unit 4: Lesson Components and Planning Strategies Chapter 3: Planning verbally and visually
Standard #9: Professional Learning and Ethical Practice	VIII.a	Art 4452 Art 4553 LIBED 3423	CMM Elementary Art Teachers Course in Art Media & Tech	Demonstrating Teacher Competencies and Professional Ethics Unit 8 Exploring legal/ethical issues discussion – Chapter 15 Digital Dilemmas Unit
Standard #10: Leadership and Collaboration	VIII.d	Art 4452 Art 4553 Art 3613 Art 3653	CMM Elementary Art Teachers Course in Art Art History I Art History II	Group Lesson Plans and Reflection Group Lesson Plans and Reflections Group research and presentation Group research and presentation

Major(s): Music Education

InTASC Standard	NASM Standards	Course Prefix & #	Course Name	Artifact (Assignment)
Standard #1: Learner Development	IX.O.3.d (2)	MUSIC 4222	Instrumental Pedagogy	Creation of a lesson plan for a beginning classroom
		MUSIC 4302	Elem. and Sec. Gen. Music	Creation of a lesson plan for a gen. music classroom
Standard #2: Learning Differences	IX.O.3.d (2)	SECED 4823	Principles of Teaching Secondary	Multiple Intelligences Lesson Plan, Lesson Plan
Standard #3: Learning Environments	IX.O.3.d (1)	MUSIC 4402	Band Methods	Rehearsal discipline plans and outline and Unit presentation of selected composition
		MUSIC 4452	Choral Methods	Rehearsal discipline plans and outline
Standard #4: Content Knowledge	IX.O. 3.a IX.O. 3.b (1-4) IX.O. 3.c (1-4) IX.O. 3.d (4) VIII B. 1-5	MUSIC 4402	Band Methods	Creation of a complete rehearsal plan unit encompassing the entire learning process
		MUSIC 4452	Choral Methods	
Standard #5: Application of Content	IX.O.3.b (1-4)	MUSIC 4463	Technology in Music Ed	Unit presentation of selected composition
		MUSIC 4402	Band Methods	
		MUSIC 4452	Choral Methods	
Standard #6: Assessment	IX.O.3.d (3,5,6)	MUSIC 4222	Instrumental Pedagogy	Construction of benchmarks for beginning bands
		MUSIC 4452	Choral Methods	
Standard #7: Planning for Instruction	IX.O.3.d (3)	MUSIC 3101	Instrumental Conducting	Unit Plan

		MUSIC 3151	Choral Conducting	
Standard #8: Instructional Strategies	IX.O.3.d (5)	MUSIC 4463 MUSIC 4402 MUSIC 4452	Technology in Music Ed Band Methods Choral Methods	Creation of a unit based upon a composition presented to assist in teaching and learning
Standard #9: Professional Learning and Ethical Practice	IX.O.3.a (6,7) IX.O.3.d (6)	MUSIC 4402 MUSIC 4452	Band Methods Choral Methods	Attendance at regional, state and/or national clinics. Reflection document on agreed upon topic Attendance at regional, state and/or national clinics. Reflection document on agreed upon topic
Standard #10: Leadership and Collaboration	IX.O.3.a (6,7) IX.O.3.d (6)	SPCED 3132	Exceptional Children	Special Olympics/Glow Prom Participation, Reflection, and Standard 10 Reflection/Rubric

Major(s): Health and Physical Education

InTASC Standard	NASPE Standards	Course Prefix & #	Course Name	Artifact (Assignment)
Standard #1: Learner Development	1.1, 1.2, 1.3, 1.5	KINES 1942 KINES 3553 KINES 4262	Tech App Individual Sports Meth & Mat Elem HPE Motor Learning	Drill Cards Micro-Tching/Practicum (Private School) Lab Assignments
Standard #2: Learning Differences	1.1, 1.2, 1.3, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 6.1, 6.4	KINES 3553 KINES 4553	Meth & Mat Elem HPE Tch Crs in HPE	Micro-Tching Micro-Tching
Standard #3: Learning Environments	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.4	KINES 4553	Teacher Course in HPE	Micro-Tching/Practicum
Standard #4: Content Knowledge	1.1, 1.2, 1.3, 1.4, 1.5, 5.1, 5.2, 5.3, 6.2	KINES 1932 KINES 1942 KINES 1952 KINES 3553 KINES 4553	Tech App Gym, Fit & Aqua Tech App Individual Sports Tech App Team Sports Meth & Mat Elem HPE Teacher Course in HPE	Card File Drill Cards Lesson on Skill Tests Micro-Tching Micro-Tching
Standard #5: Application of Content	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	KINES 4243	Thera & Presc PE	Create & Implement Activity for Adapted PE Class
Standard #6: Assessment	2.1, 2.2, 2.3, 5.1, 5.2, 5.3	KINES 4553 KINES 2222 KINES 1932 KINES 4541	Teachers Course in HPE Intro to Kinesiology Tech App Gym, Fit & Aqua Capstone in HPE	Skill & Written Test and Skill Analysis Project Fitness Testing Fitness Testing Fitness Testing
Standard #7: Planning for Instruction	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 6.3	KINES 3553 KINES 4553 KINES 4243	Meth & Mat Elem HPE Teachers Course in HPE Thera & Presc PE	Lesson Plan & Micro-Tching Lesson Plan & Micro-Tching Event Dev for Adapted PE class

<p align="center">Standard #8: Instructional Strategies</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p>	<p>KINES 3553 KINES 4553 KINES 1952</p>	<p>Meth & Mat Elem HPE Teachers Course in HPE Tech App Team Sports</p>	<p>Lesson Plan & Micro-Tching Lesson Plan & Micro-Tching Lesson Plan & Micro-Tching</p>
<p align="center">Standard #9: Professional Learning and Ethical Practice</p>	<p>6.1, 6.2, 6.3, 6.4</p>	<p>EDUC 2113 LIBED 3423 KINES 4541</p>	<p>Foundations of Education Media & Tech Capstone in HPE</p>	<p>Legal Issues in Education: Oral Presentation & Written Article Review Digital Dilemmas Unit Professional Membership & attend State Convention (OAHPERD)</p>
<p align="center">Standard #10: Leadership and Collaboration</p>	<p>6.1, 6.2, 6.3, 6.4</p>	<p>SPCED 3132 KINES 4243</p>	<p>Exceptional Children Thera & Presc PE</p>	<p>Special Olympics Assignment Lesson Plan Assignment</p>

Suggested Artifact List Major(s): Secondary and P-12 Education

InTASC Standard	Course Prefix & #	Course Name	Artifact (Assignment)
Standard #1: Learner Development	SECED 4823	Principles of Teaching Secondary	Unit Plan, Lesson Plan, Multiple Intelligences Lesson Plan
Standard #2: Learning Differences	SECED 4823	Principles of Teaching Secondary	Multiple Intelligences Lesson Plan, Lesson Plan
Standard #3: Learning Environments	SECED 4823	Principles of Teaching Secondary	Lesson Plan, Unit Plan
Standard #4: Content Knowledge	SECED 4823	Principles of Teaching Secondary	Lesson Plan, Unit Plan
Standard #5: Application of Content	SECED 4823	Principles of Teaching Secondary	Unit Plan, Lesson Plan
Standard #6: Assessment	SECED 4813	Educational Tests & Measurements	Content Area Test, Performance Assessment
	SECED 4823	Principles of Teaching Secondary	Unit Plan, Lesson Plan
Standard #7: Planning for Instruction	SECED 4823	Principles of Teaching Secondary	Year Plan (Scope & Sequence), Unit Plan
Standard #8: Instructional Strategies	SECED 4823	Principles of Teaching Secondary	Unit Plan, Lesson Plan
Standard #9: Professional Learning and Ethical Practice	EDUC 2113	Foundations of Education	Legal Issues in Educ: Oral Presentation & Written Article Review
	LIBED 3423	Media & Tech	Copyright Assignment
	SECED 4823	Principles of Teaching Secondary	Professional Development Workshops/Conferences
Standard #10: Leadership and Collaboration	SPCED	Exceptional Children	Special Olympics Assignment

Section 6: Scholarship Information

Scholarship Opportunities for Teacher Candidates

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

Oklahoma State Regents for Higher Education

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

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

Student Aid on the Web

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

Armed Forces Communication and Electronics Association

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

The DaVinci Institute

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

Southwestern Oklahoma State University

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

Department of Education Scholarship Application

Name _____
Last Name First Name MI

Local Address _____

Permanent Address _____

Local Phone # _____ High School where you graduated. _____

SWOSU ID # _____ Major _____

Current Retention G.P.A. _____ Hours you will have after completing Spring '11 semester _____

Classification for the 2012.2013 academic year _____

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

Have you been admitted to the Department of Education? _____

List involvement in SWOSU activities and organizations.

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

Names and phone numbers of two campus references.

- 1.
- 2.

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

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

Signature

Date

Completed application must be returned to EDU 102 no later than March 1.

Section 7: Documentation Logs

Candidate's Name: _____
Major: _____

PROFESSIONAL RESPONSIBILITY DOCUMENTATION LOG

Please list all involvement with families, colleagues, other school professionals, and community members. Include affiliation with professional organizations, attendance at professional development meetings, and volunteer work you have completed.

Type of Experience	Community, Professional Organization or School District	Number of Hours	Date of Experience (Sem./Year)	Activity

Based on InTASC Standard 9: Professional Learning and Ethical Practice and InTASC Standard 10: Leadership and Collaboration.

Candidate's Name: _____
Major: _____

FIELD EXPERIENCE DOCUMENTATION FORM

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

UNIVERSITY COURSE	SCHOOL DISTRICT	TYPE OF EXPERIENCE	GRADE LEVEL OR SUBJECT	NO. OF HOURS	DATE OF EXPERIENCE (SEM./YEAR)	COOPERATING TEACHER'S NAME
Foundations of Education				20		
Foundations of Education				10		
Exceptional Children		Working with students with exceptionalities		5		
Media & Technology		Working with English Language Learners & incorporating technology		6		
Teachers' Course (K-12 and Secondary Majors only)				30		

CUMULATIVE NUMBER OF FIELD EXPERIENCE HOURS TO DATE: _____

