



SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
Education

Dear Teacher Candidate,

Thank you for your interest in the Teacher Education Program at Southwestern Oklahoma State University (SWOSU)!

Deeply rooted in SWOSU's history and tradition, the SWOSU Department of Education proudly prepares high-quality educators and professionals. SWOSU was established by an act of the Oklahoma Territorial Legislature in 1901 as the Southwestern Normal School, which means it was founded as a teachers college, focusing on the preparation of future teachers in public schools! The SWOSU Department of Education offers 17 programs and is nationally accredited by the Council for the Accreditation of Educator Preparation and the Office of Educational Quality and Accountability.

This handbook will guide you through your teacher preparation and explains admission and program requirements. Our Department of Education advisors are available to meet with you, answer questions, and help you in your educational and career decisions.

As a teacher candidate, you will have multiple opportunities to work in public schools and with children. You will also work closely with dedicated faculty who believe that teaching and learning is a life-long commitment and will support you along the way to ensure you reach your educational goals.

We invite you to visit our webpage for more information about our programs, faculty, and staff @ <https://www.swosu.edu/education/>. Please do not hesitate to contact us if you have any questions.

Sincerely,

*Department of Education Faculty
Hibler Education Center
Southwestern Oklahoma State University*

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SOUTHWESTERN OKLAHOMA STATE UNIVERSITY (SWOSU)

SWOSU Historical Background

Southwestern Oklahoma State University (SWOSU) was established by an act of the Oklahoma Territorial Legislature in 1901 as the Southwestern Normal School, authorized to offer two years of training for public school teachers. The first classes met in 1903. Initially, four years of preparatory work for pre-college students were offered.

In 1920, the preparatory (academy) courses were eliminated and two additional years of college work in teacher training were added. The State Legislature approved a change of name to Southwestern State Teachers College. The first baccalaureate degrees were awarded in May 1921. Other changes in name and purposes occurred in 1939 when the institution was designated as Southwestern State College of Diversified Occupations, and in 1941, when it became Southwestern Institute of Technology. During this two-year period, the college added a school of pharmacy, degree work in the arts and sciences, and trade schools.

In 1949, the Oklahoma State Legislature changed the name of the institution to Southwestern State College, and in 1974, to Southwestern Oklahoma State University, without altering its purposes and objectives. On July 1, 1987, Sayre Junior College was merged with Southwestern Oklahoma State University as a branch campus designated Southwestern Oklahoma State University at Sayre.

SWOSU serves more than 5,000 students each semester and employs 200+ dedicated faculty and staff. SWOSU has several accredited programs, with 17 accredited programs housed in the Department of Education.

SWOSU Mission, Vision, Values, and Strategic Goals

SWOSU is one of twenty-five institutions in the Oklahoma State System of Higher Education (Oklahoma Constitution, Article XIII-A, Section 1). The Oklahoma State Regents for Higher Education is the legal structure for public education at the collegiate level and is the coordinating board of all state institutions for higher education. SWOSU is one of six state supported regional universities governed by the Regional University System of Oklahoma. SWOSU provides access to higher education for all individuals without discrimination on the basis of race, national origin, gender, or disability status.

Mission: Southwestern Oklahoma State University empowers students to achieve personal and professional success through innovative teaching, scholarly discovery, personalized support, and pioneering partnerships with commerce and community.

Vision: SWOSU strives to be the premier public university in the region by advancing student and campus community successes in academic program innovation, workforce responsiveness, individual belonging, responsible citizenship, professional advancement, lifelong learning, and individual growth.

Values: In pursuing the university's mission, SWOSU faculty and staff are guided by a shared commitment to:

- Students, by providing innovative academics, industry connections, research opportunities,

and creative engagement.

- Integrity, by nurturing an environment of honesty, transparency, trust, and accountability
- Community, by engaging in partnerships and programs that add viability and visibility to Weatherford and the region.
- Commerce, by advancing programs and services that meet changing workforce demands of the region and beyond.
- Student and staff wellness, by sustaining a culture of safety, belonging, and emotional, mental, and physical support.
- Adaptability, by pursuing the exchange of ideas, research, and leadership for the ever-changing personal and public good.

Strategic Goals:

1. Enroll, retain, and graduate students equipped to adapt and excel in their careers and personal lives.
2. Elevate programs, services, and experiences to prioritize sense of belonging, responsible citizenship, and dynamic learning.
3. Champion responsible stewardship of resources to advance quality services, initiatives, and academic programs.
4. Forge educational, commerce, and community partnerships to advance the vitality and viability of the state and region.

DEPARTMENT OF EDUCATION VISION AND MISSION STATEMENT

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

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

The Educator Preparation Provider (EPP) goals include:

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

These efforts will be accomplished through the conceptual framework of Experienced Based Teacher Education (EBTE). The acronym represents an emphasis on: **E**xemplary university classroom experiences, **B**est practice field experiences, **T**eacher education cohort experiences and **E**ducation related service learning experiences.

CONCEPTUAL FRAMEWORK



The conceptual framework for the teacher education preparation program, EBTE, is a program of study that incorporates selected and relevant components of traditional, competency-based, and performance-based teacher education programs. Major provisions of the EBTE program are: 1) practitioner-oriented learning activities; 2) continuously changing and diverse learning environments; 3) selection and sequence of activity progressions via the knowledge, understanding, and application categories, and 4) continuous performance evaluation of the candidates and program curriculum. These activities are designed to produce graduates who demonstrate:

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

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

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

COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP) STANDARDS

SWOSU's Teacher Education Program maintains accreditation through the Council for the Accreditation of Educator Preparation (CAEP). The CAEP accreditation process includes SWOSU meeting rigorous Program standards, evaluated every 7 years through a peer review process. CAEP standards incorporate Interstate Teacher Assessment and Support Consortium (InTASC) standards, which set forth the expectations for effective teachers. The 2022 CAEP standards are:

Standard 1. Content and Pedagogical Knowledge: The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Standard 2. Clinical Partnerships and Practice: The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

Standard 3. Candidate Recruitment, Progression and Support: The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Standard 4. Program Impact: The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Standard 5. Provider Quality Assurance System and Continuous Improvement: The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

PROFESSIONAL EDUCATION STANDARDS

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

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

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

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

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 context.

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

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 learner growth, and to advance the profession.

PROGRAMS AND SPECIALIZED PROFESSIONAL ASSOCIATIONS

Also contributing to the EBTE knowledge base are the national standards of several specialized professional associations (SPAs). These standards are integrated into the teacher education preparation curriculum and all teacher education faculty must specify in their course syllabi which InTASC (for initial programs) and SPA standards will be addressed. The course

content is aligned to standards from the following professional associations:

Undergraduate Programs

- Elementary Education – CAEP K-6 Elementary Teacher Preparation Standards, <https://caepnet.org/accreditation/caep-accreditation/caep-k-6-elementary-teacher-standards>
- Early Childhood Education – National Association for the Education of Young Children, (NAEYC) <https://www.naeyc.org/>
- English Education – The National Council of Teachers of English (NCTE), <https://ncte.org/groups/elate/ncte-caep-connection/>
- Health and Physical Education – SHAPE America, <https://www.shapeamerica.org/accreditation/peteacherprep.aspx>
- History Education – The National Council for the Social Studies (NCSS), <https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers>
- Instrumental Music – National Association of Schools of Music (NASM), <https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/>
- Mathematics Education– National Council of Teachers of Mathematics (NCTM), <https://www.nctm.org/Standards-and-Positions/CAEP-Standards/>
- Science Education – National Science Teachers Association (NSTA), <http://www.nsta.org/preservice/>
- Special Education – Council for Exceptional Children (CEC), <https://exceptionalchildren.org/>
- Vocal Music – National Association of Schools of Music (NASM), <https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/>
- Art Education - National Art Education Association (NAEA), <https://www.arteducators.org/>

Graduate Programs

- Education Administration (Building) – National Educational Leadership Preparation (NELP), <https://www.npbea.org/nelp/>
- Educational Administration (District) – National Educational Leadership Preparation (NELP), <https://www.npbea.org/nelp/>
- Reading Specialist – International Literacy Association (ILA), <https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-introduction>
- School Counseling – American School Counseling Association (ASCA), <https://www.schoolcounselor.org/>
- School Psychology – National Association of School Psychologists (NASP), <https://www.nasponline.org/>
- School Psychometry - Oklahoma State Competencies
- Vocal Music – National Association of Schools of Music (NASM), <https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/>

GOVERNANCE

TEACHER EDUCATION COUNCIL

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

The Teacher Education Council Membership consists of:

1. one faculty representative from each academic department housing a teacher education program;
2. the Field Experience Coordinator;
3. the Department of Education Chair;
4. the Accreditation Coordinator;
5. the Department of Education faculty; and
6. the program directors of initial and advanced programs.

The responsibilities of the Council are to:

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

TEACHER EDUCATION ADVISORY BOARD

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

TEACHER EDUCATION CANDIDATE EXPECTATIONS

Teacher candidates are expected to engage in collegiate coursework and field experiences. Candidates must become familiar with the policies, procedures, and required assessments of the teacher education program as presented in this handbook as well as the standards of student conduct noted in the SWOSU Student Handbook.

WATERMARK

The SWOSU Department of Education faculty strongly believe in the development of knowledge, skills, and dispositions of teacher candidates as stated in our mission, vision, and

conceptual framework. The Department of Education uses the Watermark online assessment management system to collect, analyze, and report data related to each program and support student success. Teacher candidates are expected to learn how to use the system to upload key assessments and access feedback from their instructors. More information about Watermark will be provided at the beginning professional education course, EDUC 2113 Foundations of Education.

PROFESSIONAL CONDUCT AND ATTENDANCE

Professional behavior and conduct are expected of teacher candidates at all times during class, university-sponsored off-campus events, and field experiences. Candidates are student representatives of the SWOSU Department of Education, the university, and the teaching profession. Professional dress and conduct are required when completing field experiences and student teaching.

Teacher candidates in the Teacher Education Program at SWOSU are expected to attend all classes, field experience assignments, and other required meetings. If an emergency arises, the candidate must notify the professors and mentor teacher immediately. In addition, if the student will miss a class due to a university-sponsored event, the candidate must provide official notification before the anticipated event. Candidates must read the attendance policy in each course syllabus for specific information regarding missing assignments and policies regarding absences.

PROFESSIONAL DISPOSITIONS

Teacher candidates preparing to become a professional educator must develop and demonstrate professional dispositions. The Department of Education has identified dispositions, which align to the ten 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and components of CAEP Standard 1 for Initial Programs. Candidates are expected to demonstrate proficiency of these required professional dispositions. Expectations are set forth at SWOSU Department of Education through the rubric below. Introduction to the following Teacher Candidate Dispositions Rubric is provided in EDUC 2113 Foundations of Education.

SWOSU Department of Education Teacher Candidate Dispositions Rubric

The purpose of this rubric is to assess the teacher candidate's professional and personal dispositions. This rubric is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) 2011 Standards and has been designed to document the developmental progression of candidate dispositions throughout our teacher education program. The rubric has also been aligned to the Council for the Accreditation of Educator Preparation 2022 Initial Level Standards. Dispositions are assessed at multiple points in the candidate's professional preparation program (initial entry to the program, midpoint, and completion of the program).

Directions: For each criterion, please indicate the performance level that represents the consistent and observable performance of the teacher candidate during your interactions. Your feedback is critical in supporting the success of the teacher candidate's development toward becoming a professional educator. *Please be as honest and accurate as possible on each performance expectation. Thank you.*

0 – Not Observed or Does not Meet Expectations: The disposition was not observed, or the teacher candidate lacks awareness of the need for the professional disposition. The candidate does not display behaviors that relate to the professional disposition and is unable to explain their importance.

1 – Meets Expectations: The teacher candidate demonstrates consistent awareness and effective understanding of the professional disposition.

2 – Exceeds Expectations: The candidate demonstrates a deep awareness and understanding of the professional disposition and displays behaviors that relate to the professional disposition in a variety of settings with learners, colleagues, families, and communities.

Teacher Candidate: _____

SWOSU Identification Number: _____

Evaluator: _____

Check One: _____ Self-evaluation

_____ School Partner, School Name/District: _____

_____ SWOSU Faculty Member, Department: _____

InTASC Standards	0	1	2
Critical Dispositions	Does Not Meet Expectations or Not Observed	Meets Expectations	Exceeds Expectations
1. The teacher candidate is respectful of learners' development and diverse needs as demonstrated by personal interaction in field experiences and university settings. (InTASC 1; CAEP R.1.1)	Lacks understanding of respecting and valuing learners' development, and diverse needs.	Demonstrates an understanding of respecting and valuing learners' development and diverse needs.	Respects and values all learners' development and diverse needs.

<p>2. The teacher candidate's interpersonal relationships indicate understanding that all learners with differing backgrounds and skills can achieve at high levels. (InTASC 2; CAEP R1.1)</p>	<p>Displays limited understanding that all learners with differing backgrounds and skills can achieve at high levels.</p>	<p>Demonstrates understanding that learners with differing backgrounds and skills can achieve at high levels.</p>	<p>Models effective interpersonal behaviors (verbal & non-verbal) that indicate understanding that all learners with differing backgrounds and skills can achieve at high levels.</p>
<p>3. The teacher candidate fosters respectful communication and promotes a safe learning environment with all stakeholders (learners, colleagues, families, and communities). (InTASC 3; CAEP R1.1)</p>	<p>Displays minimal effort in fostering respectful communication and promoting a safe learning environment with stakeholders.</p>	<p>Demonstrates understanding of fostering respectful communication and promoting a safe learning environment with stakeholders.</p>	<p>Commits and fosters respectful communication in a safe learning environment with all stakeholders.</p>
<p>4. The teacher candidate is committed to work toward each learners' mastery of disciplinary content and skills to ensure student achievement. (InTASC 4; CAEP R1.2)</p>	<p>Displays minimal effort in working toward each learners' mastery of disciplinary content and skills to ensure student achievement.</p>	<p>Demonstrates understanding of working toward each learners' mastery of disciplinary content and skills to ensure student achievement</p>	<p>Takes a collaborative stance toward each learners' mastery of disciplinary content and skills to ensure student achievement.</p>
<p>5. The teacher candidate encourages learner exploration, discovery, and expression across content areas in an inclusive and equitable learning environment. (InTASC 5; CAEP R1.2)</p>	<p>Displays limited understanding in engaging learners through exploration, discovery, and expression of the subject content material in an inclusive and equitable learning environment.</p>	<p>Values exploration, discovery, and expression of the subject content material in an inclusive and equitable learning environment.</p>	<p>Engages all learners through exploration, discovery, and expression of subject content material in an inclusive and equitable learning environment.</p>

<p>6. The teacher candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (InTASC 6; CAEP R1.3)</p>	<p>Displays minimal commitment of using a variety of assessments and assessment data to maximize student learning.</p>	<p>Identifies how the use of a variety of assessments and assessment data can maximize student learning.</p>	<p>Uses a variety of assessments and assessment data to maximize student learning.</p>
<p>7. The teacher candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. (InTASC 7; CAEP R1.3)</p>	<p>Minimally recognizes the importance of using the learners' diverse strengths and needs to plan for instruction.</p>	<p>Acknowledges the importance of using learners' diverse strengths and needs to plan for instruction.</p>	<p>Uses learners' diverse strengths and needs to plan for instruction.</p>
<p>8. The teacher candidate is committed to exploring multiple instructional strategies and technologies that support and enhance student learning. (InTASC 8; CAEP R1.3)</p>	<p>Lacks understanding in using instructional strategies and technologies that support and enhance student learning.</p>	<p>Values the use of instructional strategies and effective technologies to support and enhance student learning.</p>	<p>Uses a variety of instructional strategies and effective technologies to support and enhance student learning.</p>
<p>9. The teacher candidate exhibits ethical behavior and conduct in field experiences and in university settings (arriving on time, exhibiting regular attendance, abiding by professional dress, and grooming code, and other professional standards). (InTASC 9; CAEP R1.4)</p>	<p>Lacks commitment in upholding legal and ethical standards of the profession.</p>	<p>Demonstrates an understanding of upholding the legal and ethical standards of the profession.</p>	<p>Commits and upholds the legal and ethical standards of the profession.</p>

<p>10. The teacher candidate takes initiative to grow & develop with colleagues (peers, university faculty, school/community partners) through interactions that enhance professional practice and support student learning. (InTASC 10; CAEP R1.4)</p>	<p>Lacks commitment to setting professional goals to enhance practice and support student learning.</p>	<p>Demonstrates understanding of setting professional goals to enhance practice and support student learning.</p>	<p>Establishes professional goals to enhance practice and support student learning.</p>
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Comments:

Evaluator Signature/Title: _____

Date: _____

STUDENT TEACHING OBSERVATION AND EVALUATION

The Candidate Preservice Assessment of Student Teaching (CPAST) is used during the student teaching experience and is aligned to the InTASC and CAEP standards. It is a reliable and valid tool that was developed by an Ohio team of educator preparation faculty members. The CPAST is used by the University Supervisor, Cooperating Teacher, and the student teacher. CPAST forms and rubrics may not be shared without permission to abide by the guidelines of the Memorandum of Understanding. The CPAST process is as follows:

1. University supervisors complete a required online training by the College of Education and Human Ecology (CEHE) at Ohio State University.
2. University supervisors, cooperating teachers, and student teachers are provided an orientation to the CPAST during the student teaching orientation.
3. University supervisors follow the “Supervisor Checklist.”
4. University supervisors, cooperating teachers, and student teachers use the CPAST for observations and evaluation to collaboratively complete a midway and final evaluation based on observation data.
5. The final consensus form is provided to the Field Experience Coordinator who submits data to the CEHE at Ohio State University for ongoing reliability and validity analysis.

Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP)

Pedagogy Planning for Instruction and Assessment	Alignment	Dispositions Professional Commitment and Behaviors	Alignment
A. Focus for Learning: Standards and Objectives/Targets	InTASC 7a CAEP R1.3	N. Participates in Professional Development	InTASC 9b CAEP R1.4
B. Materials and Resources	InTASC 7b CAEP R1.3	O. Demonstrates Effective Communication with Parent/Legal Guardians	InTASC 10d CAEP R1.4
C. Assessment of P-12 Learning	InTASC 6b CAEP R1.3	P. Demonstrates Punctuality	InTASC 9o CAEP R1.4
D. Differentiated Methods	InTASC 2c	Q. Meets Deadlines and Obligations	InTASC 9o CAEP R1.4

	CAEP R1.1	R. Preparation	InTASC 3d CAEP R1.1
Instructional Delivery		Professional Relationships	
E. Learning Target and Directions	InTASC 7c CAEP R1.3	S. Collaboration	InTASC 10b CAEP R1.4
F. Critical Thinking	InTASC 5d CAEP R1.2	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	InTASC 10j CAEP R1.4
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	InTASC 8b CAEP R1.3	Critical Thinking and Reflective Practice	
H. Digital Tools and Resources	InTASC 5i, 6i CAEP R1.2	U. Responds Positively to Constructive Criticism	InTASC 9n CAEP R1.4
I. Safe and Respectful Learning Environment	InTASC 3d CAEP R1.1		
Assessment			
J. Data-Guided Instruction	InTASC 6i CAEP R1.3		
K. Feedback to Learners	InTASC 6d CAEP R1.3		
L. Assessment Techniques	InTASC 7d CAEP R1.3		
Analysis of Teaching			
M. Connections to Research and Theory	CAEP R1.1		

Candidate Preservice Assessment of Student Teaching (CPAST)

Rubric and assignments may not be shared without permission

- [Pedagogy](#) Evaluation
- [Dispositions](#) Evaluation
- [Goals](#)

Rubric and assignments may not be shared without permission

Pedagogy Evaluation

Student Teacher: _____ University Supervisor: _____
 Cooperating Teacher/s: _____ Semester: _____ Date: _____

Directions – The form will be used **twice** during the course of the term and will be provided by the [Program Coordinator](#) to the [University Supervisor](#), [Cooperating Teacher](#), and [Student Teacher](#).

Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)

- 1) Completes the evaluation in week 5 or 6 (Mid-term) of the [student teaching](#) experience AND in week 13 or 14 (Final)
- 2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

- 1) Goals are set for the remainder of the student teaching experience
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

- 1) Suggestions and comments are made to assist in the transition to teaching role
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the [“Glossary”](#) and the [“Look Fors”](#) document.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Planning for Instruction and Assessment					
A. Focus for Learning: Standards and Objectives /Targets <i>InTASC 7a</i> <i>CAEP R.1.3</i>	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets , and learning tasks are	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets , and learning tasks	Plans <i>align</i> to appropriate P-12 state learning standards AND/OR <i>Some goals</i> are measurable AND/OR Standards, objectives/targets , and learning tasks, are <i>loosely or</i>	Plans <i>do not align</i> to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR	—

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
	<p>consistently aligned with each other</p> <p>AND Articulates objectives/targets that are appropriate for learners and <i>attend to appropriate developmental progressions relative to age and content-area</i></p>	<p><i>are consistently aligned</i> with each other</p> <p>AND Articulates objectives/targets that are appropriate for learners</p>	<p><i>are not consistently</i> aligned with each other</p> <p>AND/OR Articulates <i>some</i> objectives/targets that are appropriate for learners</p>	<p>Standards, objectives/targets, and learning tasks <i>are not aligned</i> with each other</p> <p>AND/OR <i>Does not</i> articulate objectives/targets that are appropriate for learners</p>	
<p>B. Materials and Resources <i>InTASC 7b</i> <i>CAEP R.1.3</i></p>	<p>Uses a variety of materials and resources that</p> <ol style="list-style-type: none"> Align with all objectives/targets Make content relevant to learners <i>Encourage individualization of learning</i> 	<p>Uses a <i>variety of materials and resources</i> that</p> <ol style="list-style-type: none"> Align with <i>all</i> objectives/targets <i>Make content relevant to learners</i> 	<p><i>Uses materials and resources</i> that align with <i>some</i> of the objectives/targets</p>	<p>Materials and resources <i>do not align</i> with objectives/targets</p>	<p style="text-align: center;">—</p>
<p>C. Assessment of P-12 Learning <i>InTASC 6b</i> <i>CAEP R.1.3</i></p>	<p>Plans a variety of assessments that</p> <ol style="list-style-type: none"> Provide opportunities for learners of <i>varying abilities</i> to illustrate competence (whole class) Align with the appropriate P-12 state learning standards Are culturally relevant and draw from learners' funds of knowledge <i>Promote learner growth</i> 	<p>Plans a <i>variety of assessments</i> that</p> <ol style="list-style-type: none"> Provide opportunities for learners to illustrate competence (whole class) Align with the appropriate P-12 state learning standards <i>Are culturally relevant and draw from learners' funds of knowledge</i> 	<p>Planned assessments</p> <ol style="list-style-type: none"> <i>Provide opportunities for some learners to illustrate competence (whole class)</i> <i>Align</i> with the appropriate P-12 state learning standards 	<p>Planned assessments</p> <ol style="list-style-type: none"> <i>Are not included</i> <p>OR</p> <ol style="list-style-type: none"> <i>Do not align</i> with the appropriate P-12 state learning standards 	<p style="text-align: center;">—</p>
<p>D. Differentiated Methods <i>InTASC 2c</i> <i>CAEP R.1.1</i></p>	<p>Lessons make meaningful and culturally relevant connections to</p> <ol style="list-style-type: none"> Learners' prior knowledge Previous lessons Future learning 	<p>Lessons make clear and coherent connections to</p> <ol style="list-style-type: none"> Learners' prior knowledge Previous lessons Future learning <p>AND</p>	<p>Lessons <i>make an attempt to build on, but are not completely successful at</i> connecting to</p> <ol style="list-style-type: none"> Learners' prior knowledge, Previous lessons, OR future learning <p>AND</p>	<p>Lessons <i>do not build on</i> or connect to learners' prior knowledge</p> <p>AND/OR Explanations given <i>are illogical or inaccurate</i> as to how the content connects</p>	<p style="text-align: center;">—</p>

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
	<p>4. Other disciplines and real-world experiences</p> <p>AND</p> <p>Differentiation of instruction supports learner development</p> <p>AND</p> <p>Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners</p>	<p>Differentiation of instruction supports learner development</p> <p>AND</p> <p>Organizes instruction to ensure content is comprehensible and relevant for learners</p>	<p>Differentiation of instruction is minimal</p> <p>AND</p> <p><i>Organizes instruction to ensure content is comprehensible for learners</i></p>	<p>to previous and future learning</p> <p>AND/OR</p> <p>Differentiation of instruction is absent</p>	
Instructional Delivery					
<p>E. Learning Target and Directions <i>InTASC 7c</i> <i>CAEP R1.3</i></p>	<p>Articulates accurate and coherent learning targets</p> <p>AND</p> <p>Articulates accurate directions/explanations throughout the lesson</p> <p>AND</p> <p>Sequences learning experiences appropriately</p>	<p>Articulates an <i>accurate learning target</i></p> <p>AND</p> <p>Articulates <i>accurate directions/ explanations</i></p> <p>AND</p> <p><i>Sequences learning experiences appropriately</i></p>	<p>Articulates an <i>inaccurate learning target</i></p> <p>AND/OR</p> <p><i>Articulates inaccurate directions/explanations</i></p>	<p><i>Does not articulate the learning target</i></p> <p>OR</p> <p><i>Does not articulate directions/ explanations</i></p>	—
<p>F. Critical Thinking <i>InTASC 5d</i> <i>CAEP R1.2</i></p>	<p><i>Engages learners in critical thinking in local and/or global contexts that</i></p> <ol style="list-style-type: none"> 1. Fosters problem solving 2. Encourages conceptual connections 3. <i>Challenges assumptions</i> 	<p><i>Engages learners in critical thinking that</i></p> <ol style="list-style-type: none"> 1. Fosters problem solving 2. Encourages conceptual connections 	<p><i>Introduces AND/OR models critical thinking that</i></p> <ol style="list-style-type: none"> 1. Fosters problem solving 2. Encourages conceptual connections 	<p><i>Does not introduce AND/OR model critical thinking that</i></p> <ol style="list-style-type: none"> 1. Fosters problem solving 2. Encourages conceptual connections 	—
<p>G. Checking for Understanding and Adjusting Instruction through Formative Assessment <i>InTASC 8b</i> <i>CAEP R1.3</i></p>	<p>Checks for understanding (whole class/group AND <i>individual learners</i>) during lessons using formative assessment</p> <p>AND</p>	<p>Checks for understanding (whole class/group) during lessons using formative assessment</p> <p>AND</p>	<p><i>Inconsistently checks for understanding during lessons using formative assessment</i></p> <p>AND</p>	<p><i>Does not check for understanding during lessons using formative assessment</i></p> <p>OR</p>	—

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
	Differentiates through <i>planned and responsive adjustments</i> (whole class/group and <i>individual learners</i>)	Differentiates through adjustments to instruction (whole class/group)	Adjusts instruction accordingly, but adjustments may cause <i>additional confusion</i>	<i>Does not make any adjustments</i> based on learners' responses	
H. Digital Tools and Resources <i>InTASC 5i</i> <i>InTASC 6i</i> <i>CAEP R1.2</i>	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that <ol style="list-style-type: none"> 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. <i>Extend learners' understanding of concepts</i> 	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that <ol style="list-style-type: none"> 1. Are relevant to learning objectives/ targets of the lesson 2. <i>Engage learners in the demonstration of knowledge or skills</i> 	<i>Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson</i> AND Technology is not available	One of the following: A. <i>Does not use technologies (digital tools and resources)</i> to engage learners AND Technology is available in the setting OR B. Use of technologies is <i>not relevant</i> to the learning objectives/ targets of the lesson OR C. <i>Does not discuss technologies</i> AND Technology is not available in the setting	—
I. Safe and Respectful Learning Environment <i>InTASC 3d</i> <i>CAEP R1.1</i>	<i>Actively involves learners to create and manage a safe and respectful learning environment</i> through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND	Manages a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to <i>equitably</i> engage learners AND <i>Uses research-based strategies to maintain</i>	<i>Attempts to manage a safe learning environment through the use of routines and transitions</i> AND/OR <i>Attempts to establish</i> constructive relationships to engage learners AND/OR <i>Attempts to use</i> constructive strategies to maintain learners' attention (individual and whole group)	<i>Does not manage a safe learning environment</i> OR <i>Does not establish</i> constructive relationships to engage learners OR <i>Does not use</i> constructive strategies to maintain learners' attention (individual and whole group)	—

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
	Uses research-based strategies to maintain learners' attention (individual and whole group)	learners' attention (individual and whole group)			
Assessment					
J. Data-Guided Instruction <i>InTASC 6l</i> <i>CAEP R1.3</i>	Uses data-informed decisions (<i>trends and patterns</i>) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner data record-keeping and analysis	Uses data-informed decisions to design instruction and assessment AND Uses contemporary tools for learner data record-keeping	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment	—
K. Feedback to Learners <i>InTASC 6d</i> <i>CAEP R1.3</i>	Provides feedback that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is <i>individualized</i> AND Provides timely feedback , <i>guiding learners on how to use feedback to monitor their own progress</i>	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is <i>comprehensible</i> 3. Is <i>descriptive</i> AND Provides timely feedback	Provides minimal feedback that 1. <i>Enables</i> learners to recognize strengths OR areas for improvement OR Feedback is provided in a <i>somewhat</i> timely fashion	Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement OR Feedback is not provided in a timely fashion	—
L. Assessment Techniques <i>InTASC 7d</i> <i>CAEP R1.3</i>	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. Varied	<i>Evaluates and supports learning through</i> assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are 1. Developmentally <i>appropriate</i> 2. <i>Formative OR summative</i>	Assessment techniques are 1. Developmentally <i>inappropriate</i> OR <i>Not used</i>	—

Analysis of Teaching					
M. Connections to Research and Theory <i>CAEP R1.1</i>	Discusses, provides <u>evidence</u> of, and justifies connections to educational research and/or theory AND Uses research and/or theory to explain their P-12 learners' progress	Discusses and provides evidence of connections to educational research and/or theory	Mentions connections to educational research and/or theory	No connections OR inaccurate connections to educational research and/or theory	—

Professional Dispositions Evaluation

What are dispositions? The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

What else should a teacher candidate know? It is the student teacher's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors.
REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Professional Commitment and Behaviors					
N. Participates in Professional Development (PD) <i>InTASC 9b</i> <i>CAEP R1.4</i>	Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND <i>Reflects on own professional</i>	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference) AND <i>Provides evidence of an increased understanding of the teaching profession as a result of the PD</i>	<i>Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)</i>	<i>Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)</i>	—

	<i>practice with evidence of application of the knowledge acquired from PD during student teaching</i>				
O. Demonstrates Effective Communication with Parents or Legal Guardians <i>InTASC 10d</i> <i>CAEP R1.4</i>	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress AND <i>Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</i>	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND <i>Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</i>	<i>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</i>	<i>Does not provide evidence of communication with parents or legal guardians</i>	_____
P. Demonstrates Punctuality <i>InTASC 9o</i> <i>CAEP R1.4</i>	Reports on time <i>or early</i> for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Reports on time</i> for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Inconsistently reports</i> on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Does not report</i> on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	_____
Q. Meets Deadlines and Obligations <i>InTASC 9o</i> <i>CAEP R1.4</i>	Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders	<i>Meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor AND Informs <i>all</i> stakeholders	<i>Most of the time meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor AND <i>Informs some</i> stakeholders	<i>Frequently misses deadlines or obligations</i> established by the cooperating teacher and/or supervisor AND/OR <i>Does not inform</i> stakeholders	_____

	(cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes/cooperating teacher <i>without reminders</i>	(cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides <i>clear and complete</i> directions and lessons for substitutes/cooperating teacher	(cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence <i>AND</i> <i>Provides incomplete</i> directions and lessons for substitutes/cooperating teacher	(cooperating teacher, supervisor, and/or faculty members) of <i>absences prior to the absence</i> AND/OR <i>Does not provide</i> directions and lessons for substitutes/cooperating teacher	
R. Preparation <i>InTASC 3d</i> <i>CAEP R1.1</i>	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND <i>Prepared for the unexpected and flexible</i>	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) <i>AND</i> Materials are easily accessible <i>AND</i> organized	Not consistently prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) <i>AND/OR</i> Materials are easily accessible <i>OR</i> organized	Not prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) <i>AND/OR</i> Materials are <i>not</i> organized <i>NOR</i> easily accessible	_____
Professional Relationships					
S. Collaboration <i>InTASC 10b</i> <i>CAEP R1.4</i>	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Works with</i> and learns from colleagues in planning and implementing instruction <i>to meet diverse needs of learners</i>	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) <i>AND</i> <i>Attempts to work with and learn from colleagues in planning and implementing instruction</i>	<i>Demonstrates collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	<i>Does not demonstrate collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	_____
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession <i>InTASC 10j</i>	Recognizes and articulates specific areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)	Recognizes and <i>articulates specific</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR	<i>Recognizes</i> areas in need of advocacy , <i>but cannot articulate</i> the 1. Needs of learners (e.g. academic, physical, social,	<i>Does not recognize</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social,	_____

CAEP R1.4	<p>OR</p> <p>2. Needs of the teaching profession (e.g. technology integration, research-based practices)</p> <p>AND</p> <p><i>Takes action(s) based upon identified needs, while following district protocols</i></p>	<p>adequate resources, equitable opportunities)</p> <p>OR</p> <p>2. Needs of the teaching profession (e.g. technology integration, research-based practices)</p>	<p>emotional, and cultural needs; OR adequate resources, equitable opportunities)</p> <p>OR</p> <p>2. Needs of the teaching profession (e.g. technology integration, research-based practices)</p>	<p>emotional, and cultural needs; OR adequate resources, equitable opportunities)</p> <p>OR</p> <p>2. Needs of the teaching profession (e.g. technology integration, research-based practices)</p>	
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Critical Thinking and Reflective Practice

<p>U. Responds Positively to Feedback and Constructive Criticism</p> <p><i>InTASC 9n</i></p> <p><i>CAEP R1.4</i></p>	<p>Is receptive to feedback, constructive criticism, supervision, and responds professionally</p> <p>AND</p> <p>Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice</p> <p>AND</p> <p><i>Proactively seeks opportunities for feedback from other professionals</i></p>	<p>Is receptive to feedback, constructive criticism, supervision, and <i>responds professionally</i></p> <p>AND</p> <p>Incorporates feedback (e.g., from cooperating teacher, university supervisor) <i>to improve practice</i></p>	<p>Is receptive to feedback, constructive criticism, and supervision</p> <p>AND/OR</p> <p><i>Incorporates feedback inconsistently</i></p>	<p>Is <i>not</i> receptive to feedback, constructive criticism, and supervision</p> <p>AND/OR</p> <p><i>Does not incorporate feedback</i></p>	—
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What went well? Areas of strength?

Possible opportunities for growth

Goals for Improvement: Pedagogy and Dispositions

Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher.

As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

Connection to 3-way form	Goal (must have a minimum of one goal) with Details	Action Plan: Next Steps to help Candidate achieve goal		
		Candidate will	Supervisor will	Cooperating Teacher will
L. Assessment: Feedback to Learners	<p><i>I will focus on providing specific (not general) feedback to individuals and to groups-with a focus and process.</i></p> <p><i>I will focus on "quick and quiet" feedback.</i></p>	<p><i>I will prepare feedback ahead of time using data.</i></p>	<p><i>I will pay attention to feedback during observations.</i></p>	<p><i>I will review candidate feedback before lesson.</i></p> <p>on task</p>

1.

2.

Comments

MEANINGFUL ENGAGEMENT IN COURSEWORK AND CLINICAL FIELD EXPERIENCES

Teacher candidates are required to complete a variety of field experiences as part of their coursework. These field experiences begin in EDUC 2113 Foundations of Education by completing 15 hours of observation in two different school districts, with one school district designated as a diverse school. 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. (The minimum number of hours in one school district is 10. Field experiences for each candidate culminate with student teaching in the final semester. All field experiences are determined in collaboration with P-12 schools and the Field Experience Coordinator.

Candidates are expected to actively participate in clinical field experiences to develop the specialized knowledge, skills, and dispositions of a professional educator. Candidates should be aware of instructor and university supervisor expectations as communicated in class, Canvas, the Teacher Education Handbook, and other forms of communication from the Department of Education. As future educators, it is expected that candidates seeking to become a professional educator meet all program expectations at high levels of achievement through guidance from the advisor, education faculty, and P-12 mentors. All candidates must demonstrate professional behavior and conduct in all clinical field experiences as mentioned in the Teacher Education Candidates Expectations section of this handbook, the SWOSU Student Handbook, and the Cooperating Schools' dress code, policies, and procedures.

STUDENT RESPONSIBILITIES

The relationship between the advisor and student is one of shared responsibility. While students are ultimately responsible for the choices they make, it is understood that in order to make knowledgeable decisions, students need the advice of program advisors. The program advisor is their primary resource regarding academic issues, opportunities, and programs and serves as a mentor. Because of this relationship, it is imperative that the student's main contact be with her or his advisor.

- Know who your academic advisor is and how to contact them;
- Review and understand university policies and procedures, General Education Requirements, graduation requirements, and the SWOSU Teacher Education Handbook.
- Check SWOSU email account on a regular basis;
- Learn to access and navigate GoSWOSU, Self-Service, and Canvas;
- Be aware of academic dates and deadlines shared via email and the SWOSU DOE website;
- Explore resources to assist in making career and academic decisions;
- Schedule and attend advising appointments;
- Arrive on time for appointments;
- Prepare for advising sessions and bring relevant materials to appointment;
- Bring a list of questions to appointments and ask questions if a topic is not understood;

- Communicate openly with advisor by clarifying personal values, abilities, goals, and needs;
- Be familiar with the requirements of your selected major and courses per the plan of study;
- While advising is a shared responsibility, you must accept final responsibility for your decisions;
- Follow up with your advisor with an email or Self-Service.
- Become familiar with campus services (enrollment, registrar's, etc.);
- Complete a degree check to determine classes still needed to meet major and graduation requirements when you apply for Student Teaching;
- Meet deadlines to be admitted into the Department of Education;
- Be aware of the graduation process, dates, and deadlines.

FIELD EXPERIENCES REQUIRED FOR INITIAL PROGRAMS

ALL PROGRAMS		
Contemporary Issues in Education	EDUC 4021	32
Introduction to Special Education	SPCED 3132	12

Foundations of Education	EDUC 2113	15
Student Teaching	ELEM 4665, 4765 SECED 4865, 4965	360
ALL PROGRAMS EXCEPT MUSIC EDUCATION		
Media & Technology	LIBED 3423	6
EARLY CHILDHOOD EDUCATION		
Guidance of the Preschool Child	ECED 4533	12
Play Methods & Materials	ECED 4423	4
Perceptual Development in Infants & Toddlers	ECED 4163	10
Exploring A Child's World	ECED 4483	4
Guidance of Young Children	ECED 4533	12
Practicum in Early Childhood Education	ECED 4612	24
EARLY CHILDHOOD & ELEMENTARY EDUCATION		
Teaching with the Arts in ECED & ELEM	ELEM 3133	4
ELEMENTARY EDUCATION		
CMM Math Elementary Teachers	ELEM 3513	12
Language Arts in Elementary School	ELEM 3453	4
Practicum in Elementary Education	ELEM 4232	20
EARLY CHILDHOOD, ELEMENTARY EDUCATION & SPECIAL EDUCATION		
Children's Literature	LITED-2113	2
Teaching of Reading II	RDNG 3432	6
Practicum in Literacy Education	LITED 4113	12
SPECIAL EDUCATION		
Special Education Practicum – Mild/Moderate	SPCED 4821	24
Collaboration & Planning in Special Education	SPCED 4862	3
Procedures for Teaching Emotional//Behavioral Disorders	SPCED 4323	16
ENGLISH EDUCATION		

Teaching in the Secondary English Classroom	ENGL 4673	6
Young Adult Literature	LIT 4233	6
MATHEMATICS EDUCATION		
Teaching Secondary Math	MATH 4933	20
SCIENCE EDUCATION		
Teacher's Course in Science	SECED 4843	15
HISTORY EDUCATION		
Teacher's Course in Social Science	SOCSC-4133	15
HEALTH AND PHYSICAL EDUCATION		
Teacher's Course in Health & Physical Education	KINES 4553	10
Methods and Materials in Elementary Health & Physical Education	KINES 3553	20
Therapeutic and Prescriptive Physical Education	KINES 4243	10
Capstone in Health & Physical Education	KINES 4541	20
MUSIC EDUCATION		
Elem/Sec General Music (Vocal & Instrumental Music)	MUSIC 4302	15
Vocal Methods (Vocal)	MUSIC 4452	15
Choral Conducting (Vocal)	MUSIC 3151	3
ART EDUCATION		
Instructional Practices in Art Education	ART 4133	5
Teacher's Course in Art	ART 5333	5

PROFESSIONAL DIGITAL GATEWAYS

Evidence of Candidate Progression Through Gates

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

Gateway I – Admission into the Department of Education

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

Gateway II – Admission to Student Teaching

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

Gateway III – Completion of Student Teaching and Program

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

TEACHER CANDIDATE GATEWAYS (I, II, & III)

GATEWAY I – Admission to Department of Education

Complete	Assessor	Artifact Name	Minimum Requirements
	Field Experiences Coordinator	General Education Proficiency	
	Meet One of the Following:	PRAXIS Core Academic Skills for Educators Test (30 hrs)	State Regents score for math, reading, and writing
		SAT Composite	1120
		ACT w/ Writing Section	22
		G.E. G.P.A. (20 hrs)	2.75
		Possess a Baccalaureate degree	from an institution accredited by an organization recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education in the U.S, and approved by the Oklahoma State Regents for Higher Education
	Registrar	Transcript	
		ENGL 1113 English Composition I	C or better
		ENGL 1213 English Composition II	C or better
		EDUC 2113 Foundations of Education	C or better
		Cumulative G.P.A.	2.5
	Registrar	Degree Check with All Courses Planned	Required
	EDUC 2113 Course Professor	Department of Education Admission Interview	Required
	EDUC 2113 Course Professor	INTASC Disposition 1: Faculty Evaluation	Required
	School Partner	Professional Disposition 1: Mentor Teacher Evaluation	Required
	EDUC 2113 Course Professor		
	EDUC 2113 Course Professor	Field Experiences Log	15 hours
	Field Experience Coordinator	SWOSU Castlebranch Background Check	Required
	Field Experience Coordinator	Criminal History Disclosure Statement	Required
	Department of Education Chair	Application for Admission to Department of Education	Required
Not Required	Registrar	Foreign Language Proficiency**	Required for Gateway II
	** Students must meet the Foreign Language Proficiency prior to qualifying to be a Gateway II student. Students must have 2-years of high school foreign language with a “C” or better or one qualifying college level foreign language course or take EDUC 3133 Teaching English Learners.		

GATEWAY II – Admission to Student Teaching			
Complete	Assessor	Artifact Name	Required
	Field Experiences Coordinator	General Education Proficiency	
	Meet One of the Following:	PRAXIS Core Academic Skills for Educators Test (30 hrs)	State Regents score for math, reading, and writing
		SAT Composite	1120
		ACT w/ Writing Section	22
		G.E. G.P.A. (40hrs)	2.75
	Registrar	Transcript	
		Admission to the Department of Education	Required
		Foreign Language Proficiency*	Required
		LITED 4113 Practicum in Literacy Education 4 completed	C or better
		Cumulative G.P.A.	2.5
	Registrar	Degree Check with All Courses Planned	Required
	Advisor	INTASC Disposition 2: Self-Evaluation	Required
	Advisor	INTASC Disposition 2: Faculty Advisor Evaluation	Required
	School Partner Advisor	Professional Disposition 2: Mentor Teacher Evaluation	Required
	Advisor	Field Experiences Log >50% low socioeconomic, >40% racial/ethnic, EL & IEP populations	30 hours 2 communities 2 school settings 2 diverse settings
	Field Experience Coordinator	SWOSU Castlebranch Background Check	Required
	Field Experience Coordinator	Criminal History Disclosure Statement	Required
	Field Experience Coordinator	Application for Student Teaching https://www.swosu.edu/academics/academic-departments/education/teacher-candidacy/teacher-candidate-application.php	Required

GATEWAY III – Completion of Student Teaching/Program			
Complete	Assessor	Artifact Name	Required
	Registrar	Transcript	
		Cumulative G.P.A.	2.5
	Registrar	Final Degree Check	Required
	University Supervisor	INTASC Disposition 3: University Supervisor Evaluation	Required
	School Partner	Professional Disposition 3: Mentor Teacher Evaluation	Required
	University Supervisor		
	University Supervisor	CPAST Midpoint	Required
	University Supervisor	CPAST Final	Required
	Cooperating Teacher	CPAST Final	Required
	University Supervisor	Teacher Work Sample Rubric	Required
	University Supervisor	Field Experiences Log	60 hours 2 communities 2 school settings 2 diverse settings 12 weeks Student Teaching
	Advisor	Completion of All Coursework	Required
	Registrar	Application for Graduation	Required

ADMISSION TO THE TEACHING PROFESSION

Admission to the teaching profession is achieved through application and qualification for teacher certification. All applications for initial teacher certification require a university recommendation from the Certification Coordinator in SWOSU’s Department of Education after successful completion of the education degree coursework and all required state certification exams. Upon completion of all requirements, candidates notify the SWOSU Department of Education Certification Coordinator by completing the online Recommendation

Request for Teacher Certification form at this link: [Recommendation Request for Teacher Certifications |SWOSU](#). Candidates will be notified by email when their recommendation is made at which time candidates will process their application online with the Oklahoma State Department of Education Single Sign On System at this link: [Single Sign On - Sign In to SSO \(ok.gov\)](#). Requirements for university recommendation for teacher certification include:

1. General Education Proficiency or a minimum 3.0 GPA in GE coursework; the Oklahoma Subject Area Test (OSAT) in the candidate's major or the PRAXIS Subject Area Test; and the Assessment of Professional Knowledge (APK).
2. Retention/graduation grade point average of 2.50 or higher.
3. Completion of the approved degree program in teacher education.
4. Attainment of novice foreign language proficiency (Contact DOE Chair or Certification office for details.)
5. Removal of all holds on the candidate's SWOSU account.

ADMISSION, REVIEW, AND RETENTION (ARR) COMMITTEE

The Admission, Review, and Retention Committee of the Department of Education serves the purpose of reviewing admission appeals, requests for exemptions from requirements, and issues of academic and professional performance in courses and programs at the undergraduate and graduate levels.

Committee

The Department of Education established the Admission, Review, and Retention Committee for students in all programs. The committee hears student appeals of decisions related to their respective programs' requirements, considers requests for exceptions to these requirements, and evaluates referrals from faculty members or programs regarding the admission or retention of specific students.

Membership

The committee consists of four members who are full-time faculty members and the chair of the Department of Education. One member of each committee is elected each year, so there is a rotation of membership. Members are elected by the faculty and serve a three-year term. There is no limit to the number of terms a faculty member may serve on the ARR Committee. The department chair serves as the chair and a non-voting member of the ARR. The committee must include five faculty members, including one from an undergraduate elementary program, one from a secondary program, one from a graduate program, the accreditation coordinator, and one additional member from any area.

Student Initiated Appeals

Students may appeal decisions. To initiate an appeal, a student must complete the Department of Education Admission, Retention, and Review Appeal Form. The student completes the application and attaches the required materials, documents, and other information the student considers relevant. This form and the written materials from the student are used to judge the appeal. The student will appear before the ARR Committee in person when requested by the committee.

The form and documentation are submitted electronically to the department chair. The department chair then contacts and/or sets up a meeting of the ARR Committee. Relevant materials are distributed and/or a meeting is held as soon as possible after the receipt of the appeal by the Department, preferably 10-14 business days. The Department Chair requests (as needed) a written statement from the affected program and/or any faculty members involved in the appeal.

Faculty Initiated Appeals

Faculty in the Department of Education may refer a student to the ARR Committee when there are academic concerns or concerns about the student's potential to succeed in the teaching profession. These concerns include (but are not limited to) poor grades, inadequate academic progress, and/or conduct in or outside the classroom which would negatively affect a student's ability to teach as a teacher candidate or to succeed as a future teacher. Before making such referrals, faculty members should counsel students informally about the concern(s) and notify the department chair of potential problems.

To initiate the referral, faculty members complete an Admission, Retention, and Review Appeal Form which indicates the nature of the concern involved and includes the faculty member's written statement related to the referral, along with any supporting documentation. The faculty member then sets up a meeting with the student, where the referral form and supporting materials are discussed. The desired outcome of this meeting is to resolve the referral issue, but if the issues remain unresolved, the faculty member will ask the student being referred to sign the form to acknowledge awareness of the concerns, the receipt of counseling about them, and their referral to the ARR Committee. The student may submit a written statement of their position on the referral issue to the department chair, who serves as chair of the ARR Committee.

The faculty member is responsible for delivering the referral form and the faculty member's written materials to the Department Chair then the Chair sets up a meeting of the ARR Committee. This meeting will be held within ten business days of the receipt of the referral by the department chair. The student is responsible for delivering their written statement to the department chair before the meeting.

The ARR Process

ARR Committee members read the written appeals packet (student, faculty, and/or program) before the ARR Committee confers and/or meets. Students and non-ARR faculty typically do not participate, but they may do so at the ARR Committee's request. All parties to an appeal should have the opportunity to address the ARR Committee if any party is given this privilege.

All individuals and groups involved in the appeal are notified in writing of the ARR Committee's decision by the ARR chair within five business days of the committee's meeting. If the recommendation from the ARR is to dismiss or withdraw a student, the Dean of the College of Education and Behavioral Sciences must be notified and approve the recommendation before any action is taken and before this information is sent to the student or anyone else. The department chair keeps a copy of all materials from each appeal, and these are stored electronically in a secure university drive.

Any party in the appeal has ten business days following the ARR Committee's decision to appeal to the chair of the Department of Education. The department chair, after a careful review of the decision, makes a ruling within ten business days. Additional appeals may be possible, depending on the appeal.

Types of Decisions Made by the ARR Committees

Depending on the nature of the concerns and the ARR Committee's findings, the ARR Committee may decide on a range of actions, including (but not limited to) granting or denying admission, removing the student from a program, reinstating a student in a program, or requiring the fulfillment of certain conditions for continuation in a program. It is ARR policy to immediately review the admission status of students who fall below the required 2.5 GPA in the degree plan and fail the same education course more than once; continuance in the program requires ARR approval.

Current Members

Elementary Representation – Robyn Randol (Replace 2028)

Secondary Representation – Anika Rohla (Replace 2027)

Graduate Programs Representation – Andy North (Replace 2026)

Additional Member – Dana Oliver (Replace 2025)

Accreditation Coordinator – Haley M Price

Admission, Retention, and Review Appeal Form

Candidate Name: _____ **Date:** _____
Student ID: _____ **Major Code:** _____
Faculty Advisor: _____ **Phone/Email:** _____

Status: ___ Undergraduate ___ Graduate

Referral by _____ **Course** _____

Referred for violation or concerns regarding:

- | | |
|----------------------------------|-------------------------------------|
| ___ Professionalism/Dispositions | ___ Work Completion |
| ___ Attendance | ___ Academic Integrity |
| ___ Knowledge and Skills | ___ Communication (Written or Oral) |

Reasons for Appeal:

Actions to be taken (including timeline) by the Candidate and Advisor:

Appeal Outcome: ___ Remediated Internally ___ Candidate Leaving Program/Counseled Out

Actions to be taken (including timeline) by Administration (if referred):

Signatures:

ARR Committee Member _____ Date _____

ARR Committee Chair _____ Date _____

STATE CERTIFICATION EXAMS

The Office of Educational Quality and Accountability (OEQA) developed the testing program for teachers in the State of Oklahoma. Candidates are required to pass the Certification Exams for Oklahoma Educators (CEOE) OSAT (Oklahoma Subject Area Test) with a passing score of 240 and the PPAT (Praxis Performance Assessment for Teachers) with a passing score of 38. The Oklahoma Department of Education and OEQA require candidates at the initial level to pass these exams to receive teacher certification.

- **Content Knowledge**
 - [Oklahoma Subject Area Test \(OSAT\) or Praxis Subject-Area Assessments](#)

These assessments are designed to assess subject-matter knowledge and skills and will be taken during the candidate’s final year of coursework. Candidates are encouraged to complete this test following the completion of the methods courses relevant to their major. To receive initial certification, the candidate must pass the OSAT or Praxis Subject-Area Assessment within the degree they acquire upon graduation.

- **Pedagogy and Performance**
 - [Assessment of Professional Knowledge \(APK\)](#)

The APK is completed during the teacher preparation program and evaluates candidates on their pedagogical knowledge across all grade levels and disciplines, as aligned with CAEP and InTASC standards. Teacher candidates across the EPP programs demonstrate content knowledge, knowledge of learners and learning, knowledge of instructional practice, and professional knowledge and responsibility in a variety of ways. The APK measures how

teacher candidates apply evidence-based teaching practices and professional knowledge through a combination of multiple-choice questions and constructed-response tasks, including a case study and a work product, providing a comprehensive assessment of their readiness to support student learning.

COMMITMENT TO DIVERSITY

Definition of Diversity: 1) *Individual Differences – personality, interests, learning modalities, and life experiences* and 2) *group differences – race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background* (InTASC MODEL CORE TEACHING STANDARDS, pg. 21)

The enrollment of minorities (Native American, Black, Hispanic, and International) at Southwestern has steadily increased over the last decade. Minority students currently account for 19% of total enrollment on the Weatherford campus and 18% on the Sayre campus. Efforts to recruit minority or underrepresented students are ongoing, such as the SAGE STEAM camp which seeks to increase enrollment in science, technology, engineering, art, and mathematics.

The EPP recognizes that diversity must be addressed if we are to accomplish our mission of preparing future educators to live and work in a global society. The EPP is committed to helping faculty and candidates understand how the concept of diversity encompasses not only multicultural issues, but also socioeconomic factors, differences in teaching/learning styles, and accommodations for special needs populations. All these factors have a dramatic impact on student learning. To ensure that undergraduate candidates have knowledge and understanding of how to teach diverse learners, they are required to take the following courses:

- EDUC 3321 Multicultural/Special Populations
- GEOG 1103 World Cultural Geography
- SPCED 3132 Introduction to Special Education

Candidates are expected to move beyond the awareness level and are required to plan instruction that takes into consideration not only ethnic diversity but also differences in teaching/learning styles.

The EPP's field experience component ensures all teacher candidates are afforded opportunities to observe and interact in classroom settings with diverse student populations. A minimum of 45 hours of diverse field experiences is completed by all teacher candidates before student teaching. Candidates must complete a minimum of 12 weeks of full-time student teaching before program completion. The Field Experience Coordinator monitors all field experiences up to and including student teaching to ensure candidates are exposed to a variety of diverse learners. Log C Documentation of Diverse Field experiences is a portfolio requirement as a means of documenting candidate interaction with a variety of teachers and teaching styles.

COMMITMENT TO TECHNOLOGY

CAEP's Definition of Technology: *The tools and techniques available through computers, the Internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) for instruction and the input, storing, processing, and analyzing of data in quality assurance systems. Educator candidates should be able to demonstrate that they use technology to work effectively with students to support student learning.*

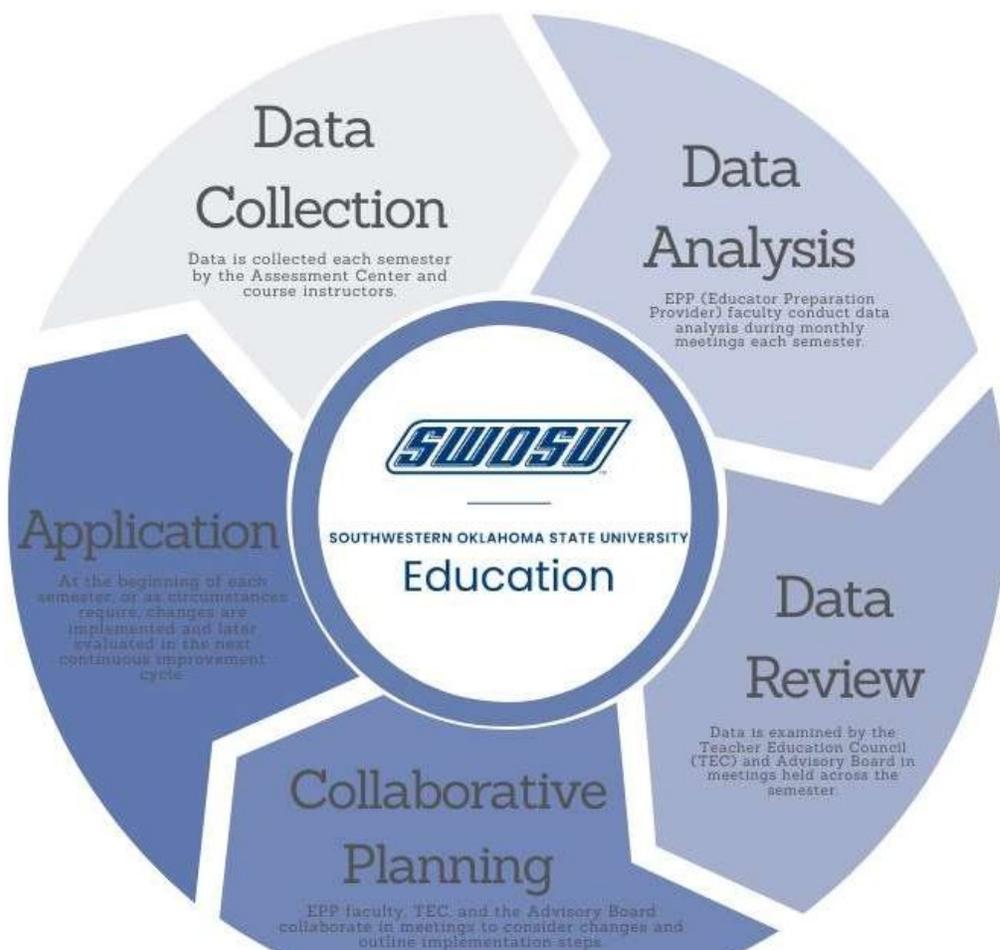
Southwestern Oklahoma State University recognizes the importance of technology by maintaining delivery systems in the form of computers, iPads, video projectors, interactive whiteboards, and other technologies. With a technology-rich environment on campus and especially in the teacher education unit, students integrate technology that will support instructional strategies for their future classrooms. In course syllabi, education faculty are expected to explain how technology will be integrated into their instruction, as they set an example for future educators in their courses. With very few exceptions, all buildings on campus have one or more computer laboratories that provide faculty, and students access to the latest software and Internet resources. Free wireless internet access is available throughout the campus. An updated technology lab is coming soon to the Hibler Education Building.

All undergraduate students in teacher education, except for music education, are required to take LIBED 3423/5423 Media & Technology. Within this course, students will demonstrate proficiency in integrating technology apps, via smartphones and iPads, and also using computer software in order to produce podcasts, documents, spreadsheets, videos, and presentations. Students complete three modules:

- 1) Technology integration to benefit diverse populations;
- 2) Using technology for online education; and
- 3) Dilemmas created by the use of technology.

The course outcomes are aligned to the International Society for Technology in Education national standards.

CONTINUOUS IMPROVEMENT CYCLE



The EPP considers assessment as a dynamic, systematic process that is ongoing and requires periodic revision to ensure validity/reliability. The EPP has created a comprehensive system by which candidates' knowledge, skills, and dispositions are assessed. The data is then analyzed and used to inform EPP and program changes. Both internal and external assessments are used to provide evidence of candidate performance. The conceptual framework performance indicators reflect the 10 InTASC standards. Candidates demonstrate that they have met these standards through completion of

disposition rubrics at determined points and performance assessments used to assess candidates' knowledge, skills, and dispositions. Three transition points have been identified for initial programs. At each transition point, a decision is made about the candidates' readiness to advance to the next level. This decision is based on multiple data sources as shown in the Teacher Candidate Gateways I, II, and III tables above on pages 32-34. At the conclusion of the candidates' program, exit surveys are conducted. The diagram above describes the process of the Continuous Improvement Cycle within our Quality Assurance System.

STUDENT ORGANIZATIONS

The Department of Education at SWOSU has several opportunities for you to become involved in professional and service organizations.

- **Student Council for Exceptional Children (SCEC)**, student education organization for those interested in service to people with exceptionalities
 - Faculty Advisor: Mrs. Kendra Smith
kendra.smith@swosu.edu, (580) 774-3197

- **Oklahoma Aspiring Educators Association (OAEA)**, student education professional organization
 - Faculty Advisor: Tia Blanchard
tia.blanchard@swosu.edu, (580) 774-6825

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