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The Mission of the Oklahoma State Professional Education Unit is to prepare professional educators who facilitate lifelong learning and enrich the quality of life for people in public schools and other educational settings. The Professional Education Unit’s conceptual framework includes core values listed below and emphasizes content knowledge, diversity and service.

**Leadership** - We prepare candidates who are committed to the belief that professional educators providing quality education are the foundation of a prosperous and democratic society.

**Ethics and Professionalism** - We prepare candidates who demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities, and practice social justice.

**Academics and Professional Roles** - We provide opportunities to prepare knowledgeable candidates who reflect upon the connections between academics and their professional roles as related to the following areas:

- Content knowledge
- Integration
- Human growth and development including special populations
- Learning environment
- Technology
- Teaching/professional practice and assessment

**Diversity** – We prepare candidates who believe everyone deserves the opportunity to learn and can learn; they possess knowledge, skills, and dispositions to serve as effective professionals who understand and meet the needs of a diverse society.

**Service Orientation and Community Outreach** – We prepare candidates who value and engage in service and meaningful involvement of the learners/clients, their families and communities.

As a candidate in the Professional Education Unit, you are expected to demonstrate the following knowledge, skills, and dispositions:

- **Content Knowledge** – demonstrate knowledge of subject matter and specialized content, and explain concepts in professional, state, and university standards;
- **Pedagogical Content Knowledge** – demonstrate knowledge of instructional strategies, present lessons in clear and meaningful ways, and integrate technology in all facets of the school experience;
- **Professional and Pedagogical Knowledge and Skills** – apply professional and pedagogical knowledge, consider school, family, and the community context in which you teach, and consider the prior knowledge of the students;
- **Student Learning** – focus on student learning as shown in assessments of student learning, use assessment to inform instructional decisions, and develop meaningful learning experiences;
- **Dispositions** – demonstrate the values, commitment, and professional ethics that influence behaviors toward students, families, colleagues, and communities; and affect student learning, motivation, and development as well as your own professional growth. These include the OSU Core Values of excellence, intellectual freedom, integrity, service, diversity, and stewardship of resources.
Introduction

You are now entering your final phase of the Professional Education Program at Oklahoma State University. As a candidate in professional education, you have completed all of the course requirements that provide the content knowledge and the pedagogical skill that you will need in order to begin your clinical practice internship experience, also often referred to informally as student teaching. The internship will provide you with an opportunity to practice, reflect, and augment your knowledge and skills in a supportive environment. You will now have the opportunity to perform many of the duties and to make many of the instructional decisions of a classroom teacher. This document provides key information regarding OSU’s Professional Education Unit’s requirements, policies and procedures. Your specialty program area will provide you with additional information specific to their requirements.

Requirements for the Clinical Practice Internship

In order to apply for a clinical practice internship, you must be fully admitted to Professional Education, have completed Submission II requirements for your professional portfolio, and your GPA must be at least 2.5 in the following categories:
- overall,
- Professional Education courses,
- and Program Specialization courses (Exception: Secondary English Education and Family and Consumer Science Education require a 2.75 in this category).

All grades must be a “C” or better in past and current enrollment in the areas of Professional Education and Specialization Courses, or you will not be placed in clinical practice. Be aware that Professional Education coursework with grades of “C” and grades of “P” in field experience courses will not compute to a “C” average.

Clinical Practice Internship Application

The semester before you intend to student teach, you must complete the Clinical Practice Internship Application Packet (Appendix A) and attend an Intent to Student Teach meeting, in which the Professional Education staff will provide students from all programs important information. These are held the following days/times with rooms posted and announced in a variety of ways:

For Spring Student Teaching
Stillwater – 1st Wednesday after Labor Day, 5:00pm
Tulsa – 1st Thursday after Labor Day, TBA

For Fall Student Teaching
Stillwater – 1st Wednesday in February, 5:00pm
Tulsa – 1st Thursday in February, TBA

Your program area faculty will discuss particular placements with you, and, along with information gathered at the Intent to Student Teach meeting, you will fill out your Clinical Practice Internship Application (Appendix A). You should not meet with teachers or principals
in an attempt to establish your own placement. The following guidelines should be considered when listing your placement preferences in the space provided on the application:

Public Schools: All internships occur in public schools.

Placement in Diverse Settings: Candidates will be placed in school settings in a variety of socio-economic settings--such as rural, suburban, or urban schools--and experiences with a diverse group of students. Previous clinical/field experiences will be considered when determining the internship placement.

Professional Experiences: Candidates will be placed in a location where professional experiences can develop. You will not be placed in a school where your children attend, a relative is employed, or you have developed personal relationships. In addition, you will likely not be placed in the school system from which you attended.

Finances: Finances cannot be considered when determining the internship placement.

Out of Area/State Placements: Out-of-area/out-of-state placements are rare and only granted in extreme cases. To request an out-of-area/out-of/state placement, refer to the policy on the OSU Professional Education website. Note that the intern must appeal to the Field Experiences Committee for consideration, and, if granted, the intern bears all financial responsibility associated with placement, travel to on-campus meetings, supervision, and fees charged by a cooperating institution. Some programs facilitate international student teaching; check with your program for details.

NOTE: Check with your program area for information about any additional placement requirements for your certification area prior to completing your application.

Placement in Clinical Practice Assignment

Possible Placement Sites
As a general rule, interns are placed within an approximate 60-mile radius of Stillwater and in the Tulsa area for OSU-Tulsa students. Candidates will be placed in Stillwater Public Schools on a limited basis. The school districts listed below are potential placement sites for Interns. For accreditation purposes, these schools have been designated Urban (U), Suburban (S) and Rural (R) to give candidates diverse experiences across field experiences and clinical practice. These designations are determined by a combination of socio-economic make-up, proximity to larger cities, and district size within the context of our regional service area and the State of Oklahoma.
**Creek County**
- Allen-Bowden (R)
- Drumright (R)
- Kellyville (R)
- Kiefer (R)
- Mannford (R)
- Oilton (R)
- Olive (R)
- Pretty Water (R)
- Sapulpa (S)

**Garfield County**
- Covington-Douglas (R)
- Enid (S)
- Garber (R)
- Waukomis (R)

**Kay County**
- Ponca City (S)
- Tonkawa (R)

**Kingfisher County**
- Cashion (R)
- Dover (R)
- Hennessey (R)
- Kingfisher (R)

**Lincoln County**
- Agra (R)
- Carney (R)
- Chandler (R)
- Davenport (R)
- Meeker (R)
- Prague (R)

**Logan County**
- Coyle (R)
- Crescent (R)
- Guthrie (R)
- Mulhall-Orlando (R)

**Noble County**
- Billings (R)
- Frontier (R)
- Morrison (R)
- Perry (R)

**Osage County**
- Anderson (R)
- Hominy (R)
- McCord (R)
- Prue (R)
- Woodland (R)

**Oklahoma County**
- Bethany (S)
- Choctaw-Nicoma Park (S)
- Crooked Oak (R)
- Crutcho (R)
- Deer Creek (S)
- Edmond (S)
- Harrah (R)
- Jones (R)
- Luther (R)
- Midwest City-Del City (U)
- Millwood (U)
- Oakdale (S)
- Oklahoma City (U)
- Putnam City (U)

**Payne County**
- Cushing (R)
- Glencoe (R)
- Oak Grove (R)
- Perkins-Tryon (R)
- Ripley (R)
- Stillwater (S)
- Yale (R)

**Pawnee County**
- Cleveland (R)
- Jennings (R)
- Pawnee (R)

**Tulsa County**
- Berryhill (R)
- Bixby (S)
- Broken Arrow (S)
- Collinsville (S)
- Glenpool (S)
- Jenks (S)
- Keystone (R)
- Owasso (S)
- Sand Springs (S)
- Skiatook (S)
- Sperry (R)
- Tulsa (U)
- Union (U)

Placement will be based on the following criteria:

a) OSU must have a contractual agreement with the participating school district,
b) the principal and the cooperating teacher must be in agreement about the placement,
c) the Cooperating Teacher must meet established criteria to work with a candidate, and
d) a qualified OSU Supervisor must be available for travel to that site.

**Confirmation of Placement**
Requests are sent to school districts for placements. After the Professional Education Office receives confirmation of the placement, you will receive a confirmation e-mail. Once we have received confirmation, your assignment is tentative until you complete all pre-clinical practice program requirements.
The Internship

Your Support Team
Many individuals are invested in making sure you have the best possible internship experience to help you move from college to professional life:

Course Instructor – You will be enrolled in a course specific to your area for student teaching. The instructor for this course will provide a syllabus, conduct course meetings, communicate regularly with your OSU supervisor, and assign your grade for the course.

OSU Supervisor – This person is hired by OSU as a liaison among you, your course instructor, the Professional Education office, your cooperating teacher, and the school. You will meet with your OSU supervisor regularly, and he or she will observe you teach at least three times, giving you written feedback and recommendations after each observation.

Cooperating Teacher – This person works with you as a team teacher, gradually giving you more responsibility for planning and implementing lessons in his or her classroom. After receiving your confirmation letter, we encourage you to visit with the cooperating teacher, principal, and other faculty members in the department. At this time, the cooperating teacher may give you copies of instructional material/school handbook so you can become familiar with the school program before beginning the internship. It is extremely important to conference daily with your cooperating teacher, asking questions and getting feedback. He or she will observe you, give you written feedback and recommendations, and complete formal mid-term and final evaluations. All OSU clinical practice interns are evaluated in accordance with the General Competencies for Certification in Oklahoma (Appendix B) as well as with standards specific to program areas.

School Principal – When available, the school principal may conference with you, your OSU Supervisor, and cooperating teacher during the semester.

Phases of the Clinical Practice Internship
Clinical practice internship assignments are highly individualistic. Involvement in classroom activities will depend upon the individual's readiness to perform the tasks assigned. The cooperating teacher and university program area supervisor will assess the candidate’s abilities and determine his/her responsibilities and tasks. In no case will the intern immediately assume total responsibility for the class.

Due to the individualistic nature of the assignment, no set time period can be attached to the various phases of the clinical practice internship. Some interns may be involved with observations for several weeks while others will engage in limited teaching by the third week. In general, though, all interns will move through the following four phases during their experience:

1. Orientation and Observation
   The intern becomes oriented to the classroom and observes the cooperating teacher. The intern should discuss his/her perceptions and observations with the cooperating teacher.
2. **Limited Teaching Experience**
   The intern becomes involved in planning, preparing resources, correcting papers, helping small groups, supervising study periods, tutoring, constructing quizzes, preparing instructional materials, and teaching a complete lesson that has been cooperatively developed. In this phase, the cooperating teacher provides continuity for the classroom and immediate feedback to the intern.

3. **Extensive Teaching Experience**
   The intern assumes responsibility for the classroom, including planning and teaching a unit of lessons, and evaluating the students in the classroom.

4. **Culminating Experience**
   The intern completes the teaching unit and finishes the experience by observing other classes. To observe classes at another school site within the district, you must follow the procedures of both the district and your program.

**Problem Solving Process**
Most problems which arise during student teaching are resolved through daily conferencing. The following process should be followed if a problem isn’t resolved through conferencing between the student teacher, the cooperating teacher and/or university supervisor:

1. The university supervisor will request a conference with the student teacher, the Program Coordinator and Professional Education Unit (PEU) representative to discuss the issue(s). This meeting will be held on the OSU campus.
2. The program coordinator will develop a plan of improvement (POI) (Appendix C) to resolve the problem(s) with input from the cooperating teacher and university supervisor. The POI form to be used by all PEU programs is available under Field Experiences on the PEU website.
3. A PEU representative will communicate the POI to the principal and to all involved parties.
4. The student teacher will follow the outlined POI; the university supervisor and cooperating teacher will document student teacher’s progress.
5. The university supervisor will communicate to the program coordinator the student teacher’s progress towards resolving the problem or issue.

**Removal from Student Teaching Placement**
If the student teacher fails to satisfactorily meet the POI, one of the following alternatives will occur:

- A. The intern is removed from the assignment and reassigned within the school or the school system.
- B. The intern is removed immediately from clinical practice in that school system.
- C. The intern is removed immediately from the clinical practice internship.

**NOTE:** The student intern has the right to appeal the decision to remove them from their student teaching placement. Appeals are sent to the Associate Director of Professional Education.

**Memorandum of Agreement**
The Memorandum of Agreement (Appendix A) you sign at the application stage signifies your understanding of conduct to be followed during the internship. A breach in this agreement can result in your removal from your internship.
Special Needs of the Intern
Accommodations that are required by your plan on file with the OSU Student Disabilities Services Office will be followed during your clinical practice internship. You must meet with your course instructor prior to the beginning of the semester to discuss these needs.

Insurance
School districts and OSU do not insure you during the internship; you are responsible for carrying medical insurance. By joining the SOEA (Student Oklahoma Education Association) or the POE (Professional Oklahoma Educators) you will have liability insurance during the internship experience.

Outside Activities/Classes During the Clinical Practice Internship
The clinical practice internship experience is considered the beginning of your professional career, and your energies should be directed toward making the most of your professional assignment. Therefore, outside employment or taking coursework other than the internship courses is definitely not advised during the internship. If you believe employment is a necessity, you must confer with your program area supervisor to determine if such employment should continue, or if you should consider completing your internship another semester.

Length of Clinical Practice Internship Assignments

<table>
<thead>
<tr>
<th>Art</th>
<th>Elementary Placement</th>
<th>6 weeks</th>
<th>Math</th>
<th>Elementary Placement</th>
<th>12 weeks</th>
</tr>
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<tbody>
<tr>
<td>Agricultural Education</td>
<td>12 weeks</td>
<td></td>
<td>Music</td>
<td>Elementary Placement</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>PK-3rd</td>
<td>14 weeks</td>
<td>PE/Health</td>
<td>Elementary Placement</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
<td>Secondary Placement</td>
<td>7 weeks</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>12 weeks</td>
<td></td>
<td>Science</td>
<td>12 weeks</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Elementary Placement</td>
<td>6 weeks</td>
<td>Social Studies</td>
<td>12 weeks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary Placement</td>
<td>6 weeks</td>
<td>TIED</td>
<td>12 weeks</td>
<td></td>
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</tbody>
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Schedule
Once your professional experience begins, you will follow the schedule of the school district to which you are assigned. You must attend all meetings and events that the teachers in your cooperating school must attend. You should be absent only for serious reasons (e.g., illness, death of a family member). If you will be absent, you must notify the cooperating teacher, university supervisor and the building principal in advance. If you are absent more than two days, make up days may be required.

Dress
Clinical interns are expected to dress professionally and to adhere to any dress code set forth by the school district. Visible jewelry for body piercing, facial hair, and visible tattoos may be considered inappropriate professional dress in some schools and districts.

Career Development
The career consultant in the College of Education, 102 Willard, and in your college offer
candidates and alumni help with resume development, job search strategies, interview strategies
and tips, and career advisement. These offices also offer workshops and seminars on career
development topics during each semester. For more information or for individual assistance call
Michelle Crew, 405-744-4876 or the career consultant in your college.

The Teacher Job Fair is held each year in April. This event is specifically designed for those
candidates wanting a career in education. There are many more career/job fairs offered
throughout the year. For more information or a schedule of campus-wide job fairs contact Career
Services, 370 Student Union, at 405-744-5253.

Applying for Certification

Effective May 31, 2001, Title 68 O.S. 238.1 requires all certificate holders be in compliance with
Oklahoma state income tax laws BEFORE a teaching certificate can be RENEWED.

Effective November 1, 2001, Oklahoma statute 70 O.S. 6-190 requires applicants for initial
Oklahoma teacher certification to have a full federal fingerprint-based background clearance. The
OSU Professional Education Unit is available to assist you in being fingerprinted at the
beginning of your student teaching semester.

To receive Oklahoma State University’s in-state or out-of-state certification ‘Recommendation’
or ‘Verification’ of program completion, the applicant must:

- be admitted and maintain admission to OSU’s Professional Education Unit
- complete the appropriate level of degree
- meet the Foreign Language Proficiency Requirement
- meet the Computer Proficiency Requirement
- complete the required courses with the required grades and grade-point-averages
- have confirmation of the final clearance of portfolio submission III
- pass the required Certification Examinations for Oklahoma Educators for Oklahoma
certification
- complete the state’s application for certification.

Unless the applicant has successfully completed all of the above, Oklahoma State University will
not make a recommendation or verify program completion for an in-state or out-of-state
certificate.

Out-of-State Certification

Those applying to other states will need to contact that state’s Department of Education and
request an out-of-state application packet. Most states will require official transcripts, a copy of
the Oklahoma certificate, and an Institutional Recommendation Form, which must be completed
by Mr. Mark Shelton in the Professional Education Office (mark.shelton@okstate.edu;
405.744.6252; fax: 405.744.1834).
Appendix A: Clinical Practice Internship Application Instructions

Please complete each of the following steps:

1. Complete the online application form that can be accessed from the Field Experiences Website: https://coeforms.okstate.edu/cp/Stapp.php

   Enter all the required data, PRINT a copy of your application, then click the SUBMIT button located at the bottom of the form. You must print the application before you click the SUBMIT button. The hardcopy of your application serves as the official placement request form. This document will be turned in with the other internship materials.

2. Complete your Resume (instructions are on page 11).

3. Visit with your Program Area Coordinator, course instructor, or Mr. Harley Justus, Coordinator of Field Experiences and Clinical Practice to discuss possible placement sites. (You must complete and submit your clinical practice application, autobiography, and resume prior to the meeting). You will also need to read carefully and sign the Memorandum of Understanding (p. 10) for you and your supervisor or the Coordinator of Clinical Practice to review and sign.

   Personnel in the Office of Professional Education will verify your admission to Professional Education, and that your Overall, Professional Education, and Specialization GPAs are 2.5 or above with no grade lower than C in required courses. **You will not receive an internship placement until you meet all pre-internship program requirements.**

4. Submit the following to Mr. Harley Justus, Coordinator of Field Experiences and Clinical Practice, Office of Professional Education, 325-M Willard during your placement interview:

   a) The signed copy of the placement request (clinical practice) application form;
   
   b) Three (3) copies of your Resume;
   
   c) Three (3) copies of your Autobiography;
   
   d) Signed Memorandum of Understanding;
OKLAHOMA STATE UNIVERSITY
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is an agreement among the following parties: Oklahoma State University Professional Education Program (called the "University"), the School to which the Student is assigned, and the Student. As the Student enters into student teaching (called the field experience), the Student acknowledges her/his responsibilities and agrees to the following:

A. The Student will read and adhere to School and University policies, procedures, programs, and operating standards. Examples may include but are not limited to the following: rules for hours of School operation and necessary absences, monthly and narrative reports, and continuity of services during University holidays, as planned in advance with the Office of Professional Education.

B. The Student will be under the direction and supervision of the School and University representatives during the field experience and agrees to follow all reasonable and lawful directions from School officials. The Student should expect to prepare for multiple teaching tasks with appropriate lesson plans.

C. The Student will complete all documentation required by the University for the field experience activities.

D. The Student will prepare and participate in regular evaluation conferences and seminars, as required by the University or School.

E. The Student has the responsibility to act professionally and ethically while maintaining confidentiality.

F. The Student is responsible for his/her own health, accident, automobile, and professional liability insurance, as these are not provided by the University or School. If the School has special health requirements (i.e. workshops), the Student is expected to meet the requirements of the School.

G. If the Student misses more than two days of the field experience, additional days may be added to the field experience.

H. The Student is not an employee of the School or the University; therefore, is not entitled to financial remuneration during the field experience unless otherwise arranged by the School and Student under the laws of the State of Oklahoma. The Student may be hired to substitute teach during the final two weeks of the field experience in the classroom where the Student is assigned.

I. Travel to and from the field experience placement is the responsibility of the Student.

J. If the Student does not perform satisfactorily during the field experience, the University may remove the Student from the School and terminate the field experience.

K. The Student does not have any convictions, outstanding criminal charges or warrants of arrest pending against him/her in Oklahoma or in any other state jurisdiction.

L. The Student may not request or be placed in a school where their children attend, a relative is employed, or they have developed a personal relationship with an employee of the school. In addition, they may not request a school system from which they have attended.

M. Some districts require drug tests of their employees. Therefore, the student may be asked to participate in random drug testing. Failure to comply with such a request or testing positive for any illegal substance will result in termination of the internship.

I have read the Memorandum and agree to abide by the stated policies. In addition, I understand that if I do not meet all student teaching requirements, or if I provide false information, I will not be allowed to student teach. The information I have provided on my student teaching application is accurate and true to the best of my knowledge. I hereby request permission to student teach and authorize OSU to release any of the information I have provided, including transcripts, to school districts requesting it.

Student Signature

Student Name (Please Print)

Date

Oklahoma State University PEU or Program Representative Signature

Date
Resume Instructions

Your resume will be sent to the principal and cooperating teacher of the school(s) in which placement is requested. Please include the following categories in your resume:

1. **Personal Information**
   Your name, address, telephone number, and e-mail address (if you have one)

2. **Objective**
   State simply: Complete Clinical Practice in Elementary Education or Early Childhood Education. Secondary: Complete Clinical Practice in English, Social Studies, etc.

3. **Education**
   Undergraduates: State the degree you are pursuing and when you will complete it; also list the subject areas in which you will be certified to teach; list most recent first
   Graduates: State the degree(s) you have completed and the subject in which you will be certified to teach; list most recent first

4. **Relevant Experiences**
   List observation experiences (grade level and tasks you completed), other work with youth and relevant work experience; list most recent first

5. **Activities/Volunteer Work**
   Include campus and non-campus activities

6. **Honors**
   Include college honors

Please note: The sample resume is the recommended format to secure a clinical practice position. When seeking full-time employment, please consult with Michelle Crew, College of Education Career Consultant at 405-744-4876 or the Career Consultant in your College.

**Candidate Autobiography**

Include with your resume a well-organized, cohesive autobiographical sketch (limit it to two paragraphs) focusing on why you have selected teaching as a career, qualities you will bring to your clinical practice internship experience, and what you hope to gain from the experience. **Please limit your resume and autobiography to one page each. Do not be specific about a school's name or grade in the content.**

Submit 3 copies of your resume and autobiography during your placement interview to the Office of Professional Education, 325-M Willard.

A **SAMPLE** resume follows these instructions.
OBJECTION: Elementary/Secondary Teacher position.

EDUCATION: Bachelor of Science in Elementary/Secondary Education
Oklahoma State University, Stillwater, OK  Anticipated May 2007

Licenure and Certifications (list licenses/certifications):
Oklahoma Teaching License  Anticipated June 2007
Oklahoma Elementary Education Certification  Anticipated June 2008
American Red Cross CPR/First Aid Certification  April 2007

RELEVANT TEACHING EXPERIENCE: Clinical Practice (Student Teacher)
Cowboy Elementary School, Stillwater, OK  Spring 2007 (including field experience) * Facilitated and taught all academic courses in fourth grade classroom.
* Created integrated lesson plans across all subject areas, including adaptations for students with special needs.
* Participated in communication sessions with ten parents, including weekly updates, grades, and parent-teacher conferences.

Field Experience Student
Multiple Grade Levels in Oklahoma (Perkins, Agra, Perry)  2005-2006
• Assignment included elementary and middle schools in the Perkins, Agra, and Perry school districts.
• Actively observed, monitored and evaluated classroom behavior of third grade students twenty hours per week.
• Volunteered to participate in the Math Buddy Project working with fourth grade students sixteen-hours per week.
• Tutored fifth grade students in reading and math to increase performance and ensure grade completion.

OTHER WORK EXPERIENCE: Bank Teller
Cowboy State Bank, Stillwater, OK  2000-Present

VOLUNTEER & ACTIVITIES:
Big Brothers and Sisters of Cowboy Country  June 2001-Present
Student Oklahoma Education Association
Student Government Association – Residence Hall Senator

REFERENCES: References, including professional portfolio, are available upon request.

For assistance, contact your College of Education Career Consultant at 405/ 744-4876 or the Career Consultant in your College.
Appendix B: General Competencies for Certification in Oklahoma

Evaluation of clinical practice is a collaborative effort among the candidate, cooperating teacher, and the university supervisor. The clinical practice facilitates candidates’ development as professional educators as they enhance their competencies in content, professional, and pedagogical knowledge, skills, and dispositions delineated in the professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates’ performance and effect on student learning. Candidates, school faculty, and university supervisors jointly conduct assessments of candidate performance throughout clinical practice with a focus on the mid-term evaluation (formative evaluation) and the final evaluation (summative evaluation).

Although particular competencies are specified for teaching at different levels (preschool, elementary, middle, or high schools) or for different subject matters, the following general competencies are expected to be demonstrated by the candidates in OSU’s Professional Education Programs. Evaluation of candidates’ performance in clinical practice should reflect their demonstration of knowledge, skills, and dispositions in these competencies.

Listed below are the 15 competencies developed by the Oklahoma Commission for Teacher Preparation (OCTP). These competencies should be demonstrated during the Clinical Practice Internship and reflected in the artifacts you select for Portfolio Submission III.

1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches AND can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how students learn and develop, AND can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.
3. The teacher understands that students vary in their approaches to learning AND creates instructional opportunities that are adaptable to individual differences of learners.
4. The teacher understands curriculum integration processes AND uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills and effective use of technology.
5. The teacher uses best practices related to motivation AND behavior to create learning environments that encourages positive social interaction, self-motivation, and active engagement in learning, thus, providing opportunities for success.
6. The teacher develops knowledge of AND uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; AND adapts instruction based upon assessment and reflection.
8. The teacher understands and uses a variety of assessment strategies to evaluate AND modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.
9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, AND actively seeks opportunities for continued professional growth.
10. The teacher **fosters positive interaction** with school colleagues, parents/families, and organizations in the community to actively engage them in support of students’ learning and well-being.

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

12. The teacher **understands the process of continuous life-long learning, the concept of making learning enjoyable, AND the need for a willingness to change** when the change leads to greater student learning and development.

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

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

15. The teacher **understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” AND how to incorporate these criteria** in designing instructional strategies.
Appendix C: OSU PEU Student Teaching Plan of Improvement

Student: _____________________  CWID: ___________

Expectations for student teaching:
- Follow all school rules and regulations
- Daily attendance and preparation
- Professional in dress and actions
- Acts in accordance with laws dealing with confidentiality
- Takes part in out-of-class school activities such as PTA, school board and faculty meetings; extra-curricular activities; and routine teaching and non-teaching tasks
- Test new ideas within the context already established by the cooperating teacher, making them available to the cooperating teacher several days in advance of the lesson
- Develop written lesson plans in advance, sharing them with the cooperating teacher and discussing them before the lesson begins
- Request conferences with the cooperating teacher and/or the OSU supervisor as needed
- Inform OSU supervisor in advance when cooperating teacher will be absent on the day of a scheduled observation
- Inform the cooperating teacher and the OSU supervisor of any absences, in advance if possible.
- Self-evaluate, solicit feedback, and seek immediate answers to problems
- Comply with all rules, policies and standards of the school that pertain to regular teachers

Explain which expectation is not being met:

Specific plan for remediation:

Consequences for failure to remediate (include date for review):

________________________________________________________________________

Student Signature  Date  University Supervisor Signature  Date

Program Coordinator Signature  Date  Assoc Dir of Prof Ed Signature  Date

Review (check one): ___ Remediation has been met  ___Remediation has not been met  Date: _____