



PROFESSIONAL EDUCATION

OSU Professional Education Policy Manual

Prepared By

OSU Professional Education Unit

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INTRODUCTION

This document has been developed by the Oklahoma State University Professional Education Unit in order to familiarize constituents with policies related to certification programs at our institution.

1.1 Changes in Policy

This manual supersedes all previous policy manuals and memos.

1. The Professional Education Council is responsible for “reviewing and approving all policies governing the preparation of school professionals and recommending their implementation to the appropriate administrative units” and “providing a forum for discussion of plans and policies related to the preparation of school professionals among members of the extended community (including the public and business sectors) who are stakeholders in improving education.” (Oklahoma State University Professional Education Council By-Laws.



2 ADMISSIONS

Policies in this section are related to admission to Professional Education and are in compliance with the Oklahoma State Regents for Higher Education policies for Teacher Education (3.21, 3.21.2, 3.21.3) and the Office of Educational Quality and Accountability (formerly the Oklahoma Commission for Teacher Preparation - OCTP) Rules (2011, 7). The date in parentheses is noted as approval or last revision date of the policy.

2.1 Professional Education Admission Criteria (05/15/2010; amended 07/12/2019)

The criteria for admission to OSU Professional Education programs are based on Oklahoma State Regents for Higher Education requirements and University-wide policies recommended by the Director of Professional Education through the Council of Professional Education. These requirements were amended in June of 2009 eliminating the “interview” as criteria. Requirements are applicable to all Professional Education administrative units of the colleges preparing teachers. A student is not considered a fully eligible participant in a Professional Education program until formally admitted to Professional Education.

OSU made the decision to follow the state’s lead and remove the “interview” from the Unit’s admission criteria. However, each program has made the choice of whether the interview will continue to be a “program requirement” or not. (Per PEC vote 05/10/2010).

Criteria for Admission to professional Education Programs

1. Successful completion of the Oklahoma General Education Test (OGET) or the ACT® and SAT® are approved assessments of general knowledge. The passing score for the ACT® shall be a composite score of 22 with the writing section included. The passing score for the SAT® shall be a total score of 1120 including the following scores on the essay section: five (5) on Reading, four (4) on Analysis, and five (5) on Writing. The ACT/SAT equivalency approved by PEC vote 07.12.2019 following an OEQA policy change allowing this substitution.
2. Pass a Professional Education Foundations course with a minimum grade of "C."
3. Pass a laboratory and clinical experience (observation) course with a minimum grade of "P" or "C."
4. Earn and retain at least 2.50 (*varies by program*) grade point average.

2.2 Enrollment in Lab & Clinical Experiences for Admission (02/03/1993)

Enrollment in a lab and clinical experience rather than completion will satisfy this criterion for admission providing:

1. Student has all other admission criteria complete at time of enrollment in lab and clinical experience.

2.3 Accepting Admission (01/23/1996)

It was recommended and approved to accept admission to teacher education from other Oklahoma institutions across the board.

2.4 Retention in Professional Education (11/06/1996)

For participation in all courses requiring full admission to Professional Education and for continued acceptability and recommendations for a certificate, the student must have met and maintained all specified requirements for full admission to the Professional Education program. Retention requires the student to maintain an overall GPA specified by the program they are completing (minimum required by any program is 2.50); and the specified GPA with no grade below "C" or "P" in the specialization, the professional core and in college/departmental requirements. The student is responsible for monitoring his/her eligibility for retention in Professional Education and for participation in courses requiring full admission to Professional Education. A student not meeting retention requirements will be **placed on probation for one semester. During the semester of probation the student must satisfy the requirements of the probation. A student not satisfying the probation requirements at the end of the probationary semester will be** administratively withdrawn from the Professional Education program and all courses having full admission as a prerequisite. Advisers are available to assist the student in regularly reviewing continuing retention or reinstatement in Professional Education. A retention review prior to enrollment and again prior to the beginning of classes each semester is encouraged when continuing retention is in question.

3 FIELD EXPERIENCES AND CLINICAL PRACTICE

Policies in this section are related to field experiences and clinical practices within Professional Education and are in compliance with the Office of Educational Quality and Accountability Rules (June of 2011). The date in parentheses is noted as approval or last revision date of the policy.

3.1 Practicum Requirements for Students Previously Certified at Different Levels (02/03/1993)

Students previously certified at a level different from the level for which a certification recommendation is requested, may be required to complete a practicum which would be determined on an individual basis considering the prior experience of the student.

3.2 Student Teachers Serving in a Substitute Teacher Role (02/19/2013)

The intent of the clinical practice (student teaching) does not include the use of the student teacher as a substitute teacher. To assure continued success for both the Clinical Practice Intern and the students, the school administration has the discretion to use the intern as a substitute for the assigned Cooperating Teacher ONLY in an emergency and ONLY for a short period of time. The policy guidelines for substitute teaching are:

1. In the unavoidable absence of the Cooperating Teacher, the intern may be allowed to assume responsibility only for the classes of the Cooperating Teacher. Should this event occur during the first four weeks of the internship, a suitable supervisor, such as another teacher, administrator or a substitute teacher, must remain in the classroom with the intern.
2. Should the Cooperating Teacher's absence extend beyond three (3) days, the school should, in cooperation with the University Supervisor and the Clinical Practice Coordinator, arrange for continued supervision and/or possible change of assignment.
3. The intern may serve as the substitute for his/her cooperating teacher in a non-emergency situation during the last two weeks of the internship. The intern may be paid the established rate of pay as set by the local school district for serving as the substitute. (Candidates in a "split" placement between two sites may substitute the last week at each school site if needed.)

3.3 Student Memorandum of Understanding (09/06/1995)

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. Excessive absences, as with any course, may result in failing the internship. Individual programs may have stricter attendance policies so please refer to internship syllabus.
- 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 in the last 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 for that semester.
- 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

3.4 Diverse Field Placements (Updated 07/14/2020)

PEU faculty and staff are committed to working toward having highly effective educators who act upon the understanding that every child can learn; an education full of rich, relevant, and meaningful learning for each child is a basic human right. We strive to support each program's recruitment and retention of a more richly diverse body of professional educators. Research has long demonstrated that children of color benefit from a more diverse educator workforce; more recent work, however, has shown us that all children benefit (Sebastian Cherng & Halpin, 2016), a predictable finding when we consider Banks' (2008) call for inclusive curricula and the richness it offers every one of us. Teachers' identities and experiences are certainly part of the lived curriculum (Van Manen, 2007) in our schools.

The OSU PEU believes that professional educators must practice culturally relevant (Ladson-Billings, 2014) and anti-racist (Kendi, 2019) pedagogies. Educators must similarly work toward equity across all forms of diversity: race, ethnicity, gender, age, religion, socio-economic status, sexual orientation, geographic origin and intellectual, physical and language abilities. Candidates should both exhibit and foster respect, teach inclusively (carefully considering the overt, hidden and null curricula*) and continue to learn and grow, examining their own biases to further develop cultural competence and positive dispositions related to diversity, equity and social justice in and beyond their school communities. Educators must work to advance equity, not only within the walls of their own classrooms but also practicing collaborative advocacy to work to address the systemic inequities in our schools and other social structures to foster a more just world for children and families.

PEU's educator preparation programs will ensure that candidates experience diverse field experiences and clinical practice through increased opportunities for collaboration with school communities in ways that disrupt traditional, artificial academic/practitioner boundaries. This mutually beneficial approach to partnership "involves an equal and more dialectical relationship between academic and practitioner knowledge in support of student teacher learning" (Zeichner, 2009, p. 92). Educator preparation programs will ensure that candidates:

- Experience readings and dialogue that provides the vital opportunities for reflection on teaching diverse learners so that field experiences and clinical practice "expand rather than restrict novices' notions of what is possible in teaching diverse learners" (Darling-Hammond & Bransford, 2005).
- Have the opportunity to work with experienced educators who are able to model culturally inclusive pedagogies (Rodriguez & Sjostrom as cited in Darling-Hammond & Bransford, 2005), avoiding the disconnect between theory and practice that mismatched clinical work and course work can bring, dubbed by Feiman-Nemser & Buchmann (as cited in Darling-Hammond & Bransford, 2005) as the "two-worlds pitfall" (p. 414).
- Work in a wide variety of clinical settings alongside effective, enthusiastic, experienced educators who act upon the dually essential import of research-based pedagogy and reflexive professional practice to continually adapt to serve all learners. In each of these settings, candidates should have opportunities to carry out a variety of teaching tasks to apply knowledge and skills to be build efficacy in their ability to adapt pedagogies for any of the widely varied school environments Oklahoma has to offer.

To meet each of these three considerations for field/clinical experience, Oklahoma State University's educator preparation programs endeavor to ensure the opportunity to interact with diverse populations by considering not only school site demographics as we build and maintain partnerships, but also

geographic settings. With this in mind, we work to provide each candidate rural, urban and suburban placements, as well as other kinds of experiences depending upon the program's needs/goals. As a land-grant institution, however, we have a particular investment in preparing candidates to serve in high need settings.

- Urban placements are defined as those placements which are within 30 miles of a large city (250,000 or greater) with 40% or more students of color and/or Hispanic students and at least 50% or more of students qualifying for free/reduced lunch services.
- Rural placements are typically those cities/communities smaller than 25,000 and not immediately adjacent to an urban environment.
- Suburban placements are those cities/communities larger than 25,000 and smaller than 250,000, typically adjacent to an urban environment. Because they are neither rural nor urban, PEU also subsumes micropolitan communities into this category as well. Such communities are not adjacent to an urban center but are too small to be considered urban and too large to be considered rural.

Whether examining the implications of white flight, redlining, and the funding gaps that followed in our urban centers to create what Ladson-Billings (2006) calls not an "achievement gap" but rather an "education debt," or examining the challenges rural communities have faced with nearly one in four children living in poverty as of a 2018 report [link "report" to <https://www.npr.org/2018/05/31/615578001/report-rural-poverty-in-america-is-an-emergency>], it's important for our candidates to understand these systemic inequities. However, it is not enough to know histories and statistics. Candidates must have experiences in these settings working alongside mentors to enact asset-based pedagogies, collaborating with students and families to build on students' funds of knowledge (López, 2010).

By building a more diverse community of educators and by ensuring that our comprehensively prepared teachers are ready to serve each student's learning needs (social and emotional needs included), we can "enlarge the space of the possible" (Leland & Harste, 2000) with children and communities.

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*The overt curriculum is the content and values that are expressly taught. The hidden curriculum (Brown, 2005; Horn, 2003; Slattery, 2006; Sleeter, 2005), sometimes called the implicit curriculum, is what we teach through our behavior and our choices: our print and multi-media texts we include, our policies and practices, and more. The null curriculum (Giroux & Purpel, 1983) is that which we altogether omit; this too teaches a great deal.

For related teacher education accreditation policies, see the Council for the Accreditation of Teacher Education (CAEP) Consolidated Handbook for Educator Preparation Providers (EPPs). [Please link "CAEP Consolidated Handbook" to <http://caepnet.org/accreditation/caep-accreditation/~media/Files/caep/accreditation-resources/caep-handbook-final.pdf?la=en>]

3.5 Out-of-Area/Out-of-State Placements (11/07/2007)

A candidate requesting an out-of-area/out-of-state placement due to extenuating circumstances or seeking an assignment that provides exceptional professional experiences that would not be afforded by a local placement must submit a written request and receive the approval of the degree program area coordinator, the unit head, , and the PEU Field Experiences Committee. Securing placements and supervision are the responsibility of the Office of Clinical Practice and the program area coordinator.

Extenuating circumstances may include, but are not limited to, medical or health issues that would impede the progress of the pre-service candidate's internship, family issues that would cause a hardship in the pre-service candidate's ability to successfully complete the student teaching assignment, or an issue of personal concern that cannot be addressed through a change in local placement site. Financial exigency alone is not grounds for an out-of-area/out-of state placement.

Candidates granted an out-of-area/out-of-state placement must meet all clinical practice deadlines and requirements, including attendance of on-campus meetings and are required to pay the following fees:

1. All necessary and appropriate fees required in securing and finalizing the placement (e.g., such as reimbursement for cooperating teacher, supervisor, etc.). These fees are payable to the Office of Professional Education or designated office and/or out-of-state university at the beginning of the semester in which the placement is sought.
2. If a recommendation for licensure/certification is to be made by Oklahoma State University, the candidate is responsible for reimbursing visits performed by the cooperating institution. All other criteria pertaining to in-state clinical practice placements apply as previously stated.
3. OSU fees - A non-refundable administrative fee to cover time and extra work related to securing an out-of-area placement may be assessed when an approved request is submitted to the Clinical Practices office. The fee is due upon approval of designated site/s.
4. Supervising teacher fees - The out-of-area/out-of-state supervising fee is determined by each supervisor, the out-of-area/out-of-state university, and the Clinical Practices Office and typically ranges from \$400 to \$800 to cover the expenses incurred to conduct the required observations and student teaching evaluations. Students are responsible for all costs related to their out-of-area/out-of-state supervision. The fee is to be paid to Office of Professional Education, who will then pay the supervisor.

5. Cooperating teacher fees - Whereas local cooperating teachers are compensated with free tuition vouchers, an out-of-area/out-of-state cooperating teacher may not benefit from such compensation. At the very least, the student teacher is expected to write a thank-you note to his or her cooperating teachers.
6. Additional fees - The local (out-of-area/out-of-state) cooperating university may require a fee for supervision for student not enrolled in their university or require co-registration in additional credits as a student at their university to attend their student teaching seminars.

Exceptions to this policy are permitted for students who are enrolled in programs that have a specific out-of-area/out-of-state placement policy and for students who participate in special placements abroad.

Qualifications for consideration of out-of-state/out-of-area placement request:

1. Minimum cumulative 3.0 GPA and 3.0 GPA in content/certification area classes
2. Successful interview with Program Area Coordinator presenting your request for an out-of-area placement
3. Recommendation from Program Area faculty
4. Agreement from local (out-of-area/out-of-state) university to supervise the student teacher
5. Availability and willingness of qualified university-affiliated supervisor to observe and evaluate student teacher
6. A memorandum of understanding signed by the student, the Program Area Coordinator, and the Coordinator of Clinical Practice must be on file prior to the request for placement being sent to the school district. The out-of-area/out-of-state university may require additional signed documentation.

3.6 State Background Check (12/12/2012)

In alignment with Oklahoma state statutes and administrative code (OS §70-6-190, OS §70-3-104, OAC 210:20-9-98), the Oklahoma State University (OSU) Professional Education Unit (PEU) requires a state level background check (name check) on ALL non-certified candidates prior to placement in any field experience or clinical practice. The candidate is responsible for associated fees, which may vary depending on in-state or out-of-state student status. The PEU may request an updated background check as needed. While we make every effort to place candidates in the best possible field experience or clinical practice situation, school districts do review background checks and past criminal history in terms of their own policies and may decline hosting a particular candidate for field experiences or clinical practice.

Candidates will be notified in the event that a background check is returned containing a report of criminal activity:

- 1) Where disposition data is not shown or further explanation of the charge or disposition is needed, the candidate will be responsible for providing a certified copy of the disposition. No placement will be made into a field experience or clinical practice until a final disposition is provided.
- 2) A candidate has any charges pending, no placement will be made into a field experience or clinical practice until satisfactorily resolved and documented with either a cleared background check or a certified copy of the disposition of charges.
- 3) In the event that incorrect information is returned in a background check, it is the candidate's responsibility to obtain documentation proving the misidentification.
- 4) In the event that misdemeanor charges occur while a candidate is in a field or clinical practice placement, program faculty will determine if the candidate is to be removed from the placement. In the event that felony charges occur while a candidate is in a field or clinical practice placement, the candidate will be removed from that placement.
- 5) In the case of a deferred sentence:
 - a) Misdemeanor convictions that receive a deferred sentence may receive a placement in field experiences or clinical practice during the period of deferment.
 - b) Felony convictions that receive a deferred sentence will not be placed in field experiences or clinical practice until the terms of deferment have been successfully met.

3.7 Completion of Subject Area Test Prior to Student Teaching (Passed 1/22/2014 for Spring 2015 implementation; amended 9/26/2018)

Per PEC vote 9.26.2018 amending earlier policy, all initial certification candidates are required to have *taken* the appropriate subject area tests prior to being placed in a student teaching experience (modified from earlier policy stating must pass prior to student teaching placement). A student teaching placement will not be made until the candidate has an OSAT score to provide. A passing score is not required for student teaching; however, students must pass all certification assessments in order to be recommended for certification.

3.8 Early Release from Student Teaching (10/12/2016)

Candidates may apply for early release if a) initiated by his/her current placement district, b) candidate has completed all certification requirements except coursework for the graduation semester, including *all* certification exams, portfolio on schedule and successful, dispositions, etc., and d) at least 8 weeks have been completed prior to the request *and* 12 full weeks (6 weeks min. in each block for split placements) *completed* prior to being released, e) must be for a long-term sub or full-time teaching position in the placement district with a supportive mentor for candidate, and f) candidate must continue attending all on-campus requirements and must continue to adhere to course and internship attendance policies. See Kathy Thomas or Mark Shelton for application and additional details. Note: Decision rests with committee detailed on application; these opportunities will rarely be granted and only when a) needed by the school, b) there is consensus (defined on application) that the candidate is ready, and c) candidate has met all graduation *and* certification criteria beyond completing the current semester.

3.9 PEU Field Experience Course Completion Policy (4/1/2021)

Beginning with initial certification candidates who will conduct their internship in fall 2022, interns must complete required coursework before beginning their clinical practice semester.

1. Interns must focus their time and attention on their internship duties during the clinical practice semester.
 2. If not prohibited by the program area, an intern may take one course or up to 3 hours during or after the clinical practice semester.
 3. All Professional Education courses must be completed prior to the clinical practice semester.
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4 CERTIFICATION

Policies in this section are related to certification and are in compliance with the Oklahoma State Regents for Higher Education policies for Teacher Education (3.21, 3.21.4, 3.21.5) and the Office of Educational Quality and Accountability (formerly OCTP) Rules (2011, 4, 5, 8, 9). The date in parentheses is noted as approval or last revision date of the policy.

4.1 Candidates Convicted of Felony Criminal Activity (02/19/2001)

A policy was adopted which states:

It is recommended that a person known to have been convicted of felony criminal activity and seeking certification would not be recommended by Oklahoma State University's Professional Education Office for a period of ten years following the conviction. It is further stated that persons with felony charges pending against them would have the recommendation deferred until a court judgment is known. (See O.S. §70-6-190)

4.2 Certification Substitution Form (02/03/2005)

A proposal was submitted and approved for a certification substitution form stating that Professional Education use a similar form for course substitutions as is used by the College of Education & Human Sciences, and this would be used for substitution of courses for certification in non-EHS programs.

4.3 Foreign Language Proficiency (04/14/2010, revised 11/17/16 for Fall 2017 implementation of revisions)

The Office of Educational Quality and Accountability (OEQA) and the Oklahoma State Regents for Higher Education have established policies requiring all candidates for degrees in professional education programs to demonstrate proficiency in a foreign language at the "novice-high" level. "Novice high" is a specific competency defined by the American Council on Teaching of Foreign Languages. This competency is further defined as being novice high in **communication** (speaking and listening) skills in a single foreign language.

Who must demonstrate proficiency in a foreign language at the novice high level? This requirement is placed upon candidates in professional education programs.

Students seeking to transfer between institutions of higher education in Oklahoma should request information on how novice high proficiency is determined and documented on each campus under consideration.

While individual degree plans may include a foreign language component, successful completion of courses in a foreign language DOES NOT document proficiency in a foreign language as defined by the American Council on Teaching of Foreign Languages. As a result, the OSU Professional Education Council has established the following ways in which a student may attain documented novice-high competency:

1. The candidate who wishes to be tested in a language may choose, at personal expense, to successfully complete the Oral Proficiency Interview developed by the American Council on the Teaching of Foreign Languages, or
2. The candidate may complete two years of high school coursework in a single foreign language with grades of “B” or better (from a State Department of Education approved high school program), or
3. The candidate may complete three or more credit hours (or transcribed equivalent), in a single foreign language from an accredited college or university with a grade of “C” or better, or
4. The candidate may successfully complete an equivalent College-Level Examination Program (CLEP) in a foreign language, or
5. The candidate may meet the requirement by transfer of documentation of meeting the foreign language competency from one of the teacher education programs in the State of Oklahoma approved by the Oklahoma State Regents for Higher Education.

Students whose native language is other than English may document proficiency in English as their second language with a score of 550 or more on the Test of English as a Foreign Language.

MISCELLANEOUS

Policies in this section are related to Professional Education in general and are in compliance with the Oklahoma State Regents for Higher Education policies for Teacher Education (3.21) and the Office of Educational Quality and Accountability (formerly OCTP) Rules (2011). The date in parentheses is noted as approval or last revision date of the policy.

5.1 Mission and Conceptual Framework: L.E.A.D.S.

Mission - The Professional Education Unit prepares and develops professional educators who facilitate lifelong learning and enrich quality of life for people in public school and other educational settings.

Leadership - The Professional Education Unit (PEU) prepares candidates who are committed to the belief that professional educators providing quality education are the foundation of a prosperous and democratic society. The candidates advance their professions as innovative leaders and advocates who support all learners and families, in the context of diverse systems and communities.

Ethics and Professionalism - The Professional Education Unit prepares candidates who demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities and practice social justice. The candidates demonstrate an understanding of legal aspects in their professional roles. As life-long learners, they engage in continuous professional development, collaborate with colleagues in the learning community and other professional arenas and reflect upon their practice.

Academics and Professional Roles - The Professional Education Unit, through curriculum, instruction, field experiences, clinical practice and the use of technology, prepares knowledgeable candidates who reflect upon the connections between academics and their professional roles.

Content Knowledge - The Professional Education Unit prepares candidates who value the importance of knowledge and learning by providing them with a rich learning environment, technology, and supervised experiences in academic areas. The candidates possess subject matter competence and enthusiasm for the subject matter; they are life-long learners of the central concept and methods of inquiry in their subject matter areas.

Integration - The Professional Education Unit prepares candidates who demonstrate integration of theory into practice incorporating appropriate pedagogy, methodology, content knowledge, curriculum, inquiry and research-based practices in diverse settings. The candidates understand the process of curriculum integration and use of a variety of instructional strategies to encourage students' development and learning. They assist students with career awareness and apply career concepts to the academic curriculum.

Human Growth and Development-including special populations -The Professional Education Unit prepares candidates who understand how students/clients learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all levels including early childhood, elementary, middle level, secondary, and adult. The candidates understand that students vary in their approaches to learning and create opportunities that are adaptable to individual differences in learners.

Learning Environment - The Professional Education Unit prepares candidates who understand the dynamics of individual and group behavior and use communication techniques to develop, facilitate and manage positive approaches to learning. Candidates select styles that work best for their learning environments and are able to adapt to different circumstances. They choose procedures that are appropriate for all

students/clients including those with diverse backgrounds, with exceptionalities, and English language learners.

Technology - The Professional Education Unit prepares candidates who understand technology as a complex integrated process for analyzing problems and devising, implementing, evaluating and managing solutions to those problems in situations in which learning is purposive and controlled. The candidates are able to use technology to help all students/clients learn by providing a conceptual understanding of how knowledge, skills and dispositions related to education and information technology and instructional technology are integrated throughout the curriculum, instruction, field experiences, clinical practices, assessments and evaluations.

Teaching/Professional Practice and Assessment - The Professional Education Unit prepares candidates who use best practices to create learning environments and instructional opportunities based upon Oklahoma and national standards that lead to student learning and development. Candidates understand and use a variety of assessment strategies to evaluate and modify the teaching/learning process to ensure the continuous intellectual, social, and physical development of learners. They demonstrate reflective practice.

Diversity - The Professional Education Unit prepares 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. Candidates provide evidence of understanding of differences including age, gender, ethnicity, culture, socio-economic status, and intellectual, physical, and language abilities.

Service Orientation/Community Outreach - The Professional Education Unit prepares candidates who value and engage in service and meaningful involvement of the learners/clients, their families and communities. Candidates engage in result oriented service to address economic, educational, public safety, environmental, and other human needs.

5.2 Student Appeal Form (Updated 8/11/2020)

The following form was approved for use.

INSTRUCTIONS FOR COMPLETING AND PROCESSING THE PROFESSIONAL EDUCATION APPEAL FORM

Candidates occasionally encounter circumstances which prevent them from moving forward in their program. Exceptions can sometimes be granted for these circumstances through a student appeal.

1. Types of Appeals

a. Prerequisite for Admission or Admission to Professional Education

In requesting an appeal:

- (1) Identify the deficiency(ies) that you have, and
- (2) Describe in detail how and when you will remove the deficiency(ies). Failure to include this information will result in your appeal being denied.

b. Retention in Professional Education; Application for a Student Teaching Placement; Exit from Program; Failure to Receive an OSAT Score by the Deadline

In requesting an appeal:

- (3) Identify the reasons for the appeal on the Professional Education Appeal Form. ***Please note that an appeal will only be considered where extenuating circumstances exist.***
- (4) Your statement **must include a plan of action that would allow you to meet all Professional Education** requirements. Failure to include this information will result in your appeal being denied.

2. Filing Appeals Process

- a. It is the student's responsibility to complete the form and obtain the necessary signatures.
- b. All appeals must be filed with the Certification Coordinator, 325L Willard. When possible the committee will meet prior to the beginning of the semester.

3. Official Notification of the Appeal Decision

You will be notified in writing of the Committee's decision regarding your appeal. This notification will be sent by the Office of Professional Education, generally within one week following the meeting of the committee. Your appeal may lead to a contractual agreement involving you, your department, and the Office of Professional Education.

PROFESSIONAL EDUCATION APPEAL FORM

Name _____ Date Appeal Filed _____

Residence where you can be contacted:
Address _____ College _____

City _____ Certification Area _____

State _____ Zip _____ Program Faculty Advisor _____

Telephone _____ Classification: Soph Jr Sr Gr

Email Address _____

Type of Appeal: _____ Prerequisite for Admission to Professional Education
_____ Admission to Professional Education _____ Retention in Professional Education
_____ Student Teaching _____ Exit from Program _____ OSAT

Deficiencies:

Plan for Remediation:

Supporting documentation or additional information may be attached to this form.

Student's Signature

___ I support appeal ___ I do not Support appeal _____
Program Faculty Advisor Date

___ I support appeal ___ I do not Support appeal _____
Department Head Date

LACK OF SUPPORT DOES NOT JEOPARDIZE THE STUDENT'S RIGHT TO APPEAL.

Received by: _____ Date: _____
Committee Action: _____ Approved _____ Denied

Revised April, 2016

Professional Education Appeal Committee Information

Student Name _____

Date Appeal Filed: _____

Date of Declaration/Matriculation _____

Date of Admission (if applicable) _____

Current Overall GPA _____ OGET Score _____ Date Passed _____

Specialization GPA _____ OSAT Scores _____ Date Passed _____

Professional Ed GPA _____

Orientation to Teacher Education Course _____ Grade _____

Lab and Clinical Experiences Course _____ Grade _____

Additional Information:

Committee Recommendation:

5.3 Dispositions (04/12/17)

PEU will measure an array of professional dispositions as required by CAEP including but not limited to professionalism, advocacy, respect for diversity, professional growth, commitment to student learning, and ethics. These dispositions will be assessed multiple times in each program. Individual programs may identify and assess additional dispositions as desired or mandated by their respective SPAs, but the PEU as a whole will address a collaboratively created set of dispositions across programs as a unit-wide assessment. Dispositional concerns can affect candidate's ability to be placed. As a professional program, placement in school or community partner settings is not guaranteed.

5.4 Portfolio (09/16/1998; revised 08/11/2020)

A professional portfolio documents the candidates' accomplishments, learning, and strengths related to the competencies, standards, and is required for all certification areas, initial and advanced, in order to collect and analyze data for program evaluation and improvement as well as individual candidate assessment.

The Professional Education Portfolio serves important purposes for these audiences/stakeholders:

1. For candidates to compile records of development and improvement of talents, skills, experiences, and professional growth toward mastery of PEU Core Values (L.E.A.D.S.) and The Interstate Teacher Assessment and Support Consortium Standards (InTASC) adopted by the OEQA and the State Department of Education (SDE) as the Oklahoma General Competencies for Teacher Education, and appropriate specialized professional associations. Note: Please see Appendix A for a crosswalk of L.E.A.D.S. and InTASC.
2. For PEU faculty and external reviewers to monitor candidates' professional development through an authentic assessment and to provide timely feedback. To facilitate portfolio processes for candidate certification and institution accreditation, all candidates complete their portfolio using a web-based tool (<http://livetext.com>). Account access can be purchased online or through the OSU Bookstore within specific courses.
3. Steps in Developing a Professional Portfolio
 1. Collecting, categorizing, and annotating potential evidences of your understanding and ability
 2. Selecting the best evidences of your understanding and abilities
 3. Reflecting on your selections
 4. Presenting your portfolio for external review

Specific Instructions for Initial Programs

Candidates will complete their OSU PEU portfolios using LiveText Standard Edition (<http://livetext.com>), an online electronic portfolio development and management system. Candidates subscribe to a seven-year license that includes unlimited online storage space; support documents and videos; and an optional educational video library. Each initial certification program with the exception of Agriculture Education and Early Childhood Education uses the same LiveText template with detailed instructions for completion of the portfolio embedded in the template. Agriculture Education and Early Childhood Education have their own templates identified by the program. You'll have an opportunity to review the template for your portfolio at

your help session. Program area faculty work with the Certification Coordinator to schedule help sessions to support you in this process.

The assessment rubric used for each of the portfolio submissions is standardized across all initial certification programs in the PEU for critical data collection and analysis across all programs for unit accreditation. Candidates submit their portfolio for review at three checkpoints -- Submission I, Submission II, and Submission III -- within LiveText, and the rubric and reviewers' comments can be accessed in LiveText by the candidate. Record of each candidate's portfolio scores are maintained in the OSU PEU assessment database. If the reviewed portfolio does not "Meet or Exceed the Standard" and has a "1" or "POI" (Plan of Improvement) by the published deadline for that semester, the candidate's progression through the certification program may be delayed or terminated. Rubrics for each portfolio submission are available in the PEU Student Handbook, and deadlines will be published on our website for each semester:

<http://education.okstate.edu/peu/portfolio>

Resolution passed by the OSU Professional Education Council

Checkpoint 1: Application for Admission to Professional Education. Students should begin these processes with the first professional education course taken.

Checkpoint 2: Prior to placement for student teaching.

Checkpoint 3: At the point of recommendation for Licensure (completed during student teaching semester and successfully submitted before OSU can recommend for licensure).



6. REMOVED POLICIES

Following is a list of policies that have been removed by the Professional Education due to a change in Oklahoma law, OSRHE policies, or OCTP policies. The date of removal is also provided.

Policy	Date Approved	Date Removed	Reason(s)
Graduate Admission Criteria to Professional Education	09/06/1995	08/15/2012	Superseded by initial certification at the M.S. level
Revised Alternative Criteria for Admission to Professional Education	04/03/1996	08/15/2012	OSRHE policy revision
Calculation of 3.0 GPA in Liberal Arts & Humanities Courses	04/23/1998	08/15/2012	OGET replaced this as an admission criteria
Professional Education Interview	04/23/1998	05/15/2010	PEC voted to delete the interview as an admission requirement
Regional Plan for Placing of Student Teachers	07/01/1992	08/15/2012	Outdated – had not been in practice for years
Background Check Prior to Student Teaching	02/19/2001	08/15/2012	Superseded by Policy 3.6 State Background Check
Institution of Higher Ed. Guarantee/Warranty on Teacher Education Graduates	04/05/2000	08/10/2020	This policy centered around the residency year and institutional support for first year teachers, which is no longer funded in OK, though we still track completer progress.

