OSU Professional Education
Student Handbook

Prepared By

OSU Professional Education Unit, Updated August 12, 2021

TABLE OF CONTENTS

7. 3   Certification Examinations for Oklahoma Educators

1 INTRODUCTION

The Professional Education Unit (PEU) at Oklahoma State University includes academic programs in the College of Education and Human Sciences, the Ferguson College of Agriculture, and the College of Arts and Sciences. In addition, the PEU works closely with the Graduate College on teacher certification programs at the masters' and doctoral levels, as well as programs for which "graduate special" students seek enrollment.

The PEU at Oklahoma State University works closely with several external agents in assuring the highest quality within each program. These external agents include the Oklahoma State Regents for Higher Education (OSHRE), the Office of Educational Quality and Accountability (OEQA), and the Oklahoma State Department of Education (OSDE). While these external agents seek to work closely with each other, there are continuous changes in policies, procedures and requirements.

The Offices of Student Academic Services and Professional Education in the College of Education and Human Sciences on behalf of the PEU have prepared the following materials to assist in the communication of information relative to their program.

1.1   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.

1.2   Professional Education Dispositions

Professional Dispositions are formally assessed a minimum of twice during your academic program, once early during the program and once later in the program (see program coordinator for info. on which courses they've identified for this). However, dispositions affect your professional life in and out of school, and we want to be certain you're well prepared to have a successful tenure as an educator.

With that in mind, dispositions may be addressed and recorded at any point in your program, whether a formal or informal interaction and whether interacting with a peer, staff member, or faculty member. We believe it's vital to celebrate your successes as well as speak with you about areas that could raise challenges for you as a professional, and this is why we have this guiding document as a starting place to be able to work with you on your professional dispositions.

Dispositional concerns are often a reason candidates are not successful. Please know that if faculty or staff members speak with you about your dispositions, they are doing so because they want you to be successful. As someone in a professional program, however, it is also important to be aware that dispositional challenges may affect your ability to be placed for field experiences or clinical practice; placements are not guaranteed.

Candidates who are not successful will be provided remediation and guidance tailored to them, and except in egregious cases or when problems persist over time, candidates who encounter dispositional challenges generally go on to be successful educators. Do not be alarmed at constructive feedback over the course of your program, as this is a learning environment. This assessment offers an opportunity to learn more about your own dispositions and grow in that aspect of your preparation as an education professional.

To view the assessment rubric, visit our website:
https://education.okstate.edu/sites/default/files/peu/peu_dispositions_assessment.pdf

2 ADMISSION TO PROFESSIONAL EDUCATION

2.1 Apply for Admission at the Beginning of Your Program

All students must complete the Admission to Professional Education application at the very beginning entry point into the program. The form is available at: http://tinyurl.com/osuprofedapp.

Please note that it is critical to fill out the application for each certification pursued. For example, if you are pursuing both Elementary Education and Early Childhood Education at the same time, you must fill out two applications. Likewise, if you already hold a master's degree and are pursuing certification only for School Administrator, you must fill out the application. If you are pursuing an English degree through Arts & Sciences but want to be recommended for certification, you must fill out the application.

2.2 Certifications Available through OSU

Following are lists of Initial, Advanced, and Non-Traditional certification programs for which OSU can recommend candidates. Initial certifications are your first teacher certification. Advanced certifications are those that require an initial certificate prior to obtaining the advanced or require a specialized master's degree. Non-Traditional, or alternative, programs are used to facilitate candidates seeking certification through a career change.

Initial Certification Programs
Elementary-Level Programs (P-8)
- Early Childhood (P-3)
- Elementary (1-8)

Elementary/Secondary Programs (P-12)
- Art
- French
- German
- Spanish
- Music – Instrumental
- Music – Vocal
- Physical Education/Health/Safety

Secondary-Level Programs (6-12)
- Agricultural Education
- Biological Sciences
- Chemistry
- Earth and Space Sciences
- English
- Family & Consumer Sciences Education
- Mathematics
- Physical Science
- Physics
- Social Studies

Advanced Certification Programs
- Elementary Math Specialist
- Principal (Elementary/Middle/Secondary)
- School Library Media Specialist
- Reading Specialist
- School Counselor
- School Psychologist
- Speech/Language Pathology
- Superintendent

Non-Traditional Certification Programs
- Elementary Initial Certification at Master's Level
- Principal Alternative Certification
- Science Ed. Initial Certification at Master's Level
- Special Education Non-Traditional Route

Certification Requirement Sheets are available at
http://education.okstate.edu/peu/certification

2.3 Full Admission to Professional Education

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. A student is not considered a fully eligible participant in a Professional Education program until formally admitted to Professional Education. Requirements for full admission include the following:

1. **Successful completion of the Oklahoma General Education Test (OGET)**
   a. OSU recommends taking the OGET early in the program since the content reflects general education coursework. Applications for OGET are available on-line at www.ceoe.nesinc.com. Minimum required score for OGET set by Oklahoma's Office of Educational Quality and Accountability (OEQA) is 240.
2. **Pass a Professional Education Foundations course with a minimum grade of "C"**
   a. Appropriate "Foundations" courses are listed on the certification requirement sheet (http://education.okstate.edu/peu/certification) and vary from program to program.
3. **Pass a laboratory and field experience (observation) course with a minimum grade of "P" or "C"**
   a. Appropriate "laboratory and field experience" courses are listed on the certification requirement sheet (http://education.okstate.edu/peu/certification) and vary from program to program.
4. **Earn and retain at least 2.50 (2.75 for Elementary Education) cumulative ("graduation/retention") grade point average (GPA)**

Graduate (post-baccalaureate) students must complete the Application for Admission to Professional Education. Post-baccalaureate candidates must meet one of the following criteria for full admission to Professional Education:

1. The student must have completed an approved Professional Education program and hold a valid Oklahoma certificate or Provisional, Standard, or Professional Certificate; or a valid certificate from a state with which the Oklahoma State Department of Education has an interstate contract. The certificate or Provisional, Standard, or Professional Certificate must have included successful completion of (a) one semester credit hour of early field experiences with a grade of "C" or better or a grade of "P" and (b) an orientation to professional education course with a grade of "C" or better or a grade of "P." If the graduate student does not hold a valid credential and did not successfully complete the criteria listed above, he or she must meet 2 or 3.
2. Students in a master's program must (a) satisfy the departmental requirements for unqualified admission to the master's degree program; (b) have a minimum cumulative overall GPA of at least 2.50 (2.75 for Elementary Education); (c) complete one semester credit hour of early field experiences with a grade of "C" or better or a grade of "P," and (d) complete an orientation to Professional Education course with a grade of "C" or better or a grade of "P" and receive a passing score on the OGET (see advisor on whether meet ACT/SAT alternative requirement for OGET).
3. Students classified by the Graduate College as "special" or "provisionally admitted" must (a) have a minimum cumulative overall GPA of at least 2.50 (2.75 for Elementary Education); and (b) complete one semester credit hour of early field experiences and an orientation to Professional Education course with a grade of "C" or better or a grade of "P" and receive a passing score on the OGET.

2.4   Retention in Professional Education

For participation in all courses requiring full admission to Teacher Education and for continued acceptability and recommendations for certification, the student must have met and maintained all specified requirements for full admission to Professional Education. To remain in "good standing" in the PEU, the student must maintain:

1. At least a 2.50 (2.75 for Elementary Education) overall ("graduation/retention") GPA, and
2. At least a 2.50 (2.75 for Elementary Education, Family and Consumer Science Education, and Secondary English) GPA in major requirements with no grade below "C" or "P," and
3. At least a 2.50 (2.75 for Elementary Education) GPA in Professional Education and College/Departmental requirements with no grade below "C" or "P."
4. In addition, students in the PEU must achieve these grade point requirements to be eligible to complete their clinical practice experience.

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 Professional Education 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.

2.5   Remediation Opportunities

It is important for candidates to recognize the importance of milestones (admission requirements, testing, portfolio, etc.), professionalism and dispositions as non-negotiable requirements in Oklahoma State Statutes and national accreditation requirements. Program area faculty, advisers, and PEU staff are available to assist candidates through remediation opportunities as needed.

3   PROFESSIONAL PORTFOLIO

3.1   Philosophy and Rationale for Professional Portfolios

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.

3.2   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

3.3   Specific Instructions for Initial Programs

See Section 2.2 *Certifications Available through OSU* on p. 6 of this Handbook for a list of initial programs.

Procedures
For organization and presentation to external reviewers, 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 Professional Education staff (Casey Powell) to schedule help sessions to support you in this process.

Portfolio Assessment
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 Appendix B of this handbook. Firm deadlines for portfolio submissions are posted on the following website: http://education.okstate.edu/peu/portfolio.

Portfolio Submission I, Entry Stage: Professional Introduction and Application to PEU
Detailed instructions on how to submit each item from the checklist below are provided within the OSU Initial Certification Portfolio Template on LiveText. Required:
- Introduction Page
- Candidate's Signature Page

- OGET Score Report
- Current Transcript/Grade Report (showing current semester's enrollment)
- Current Resume
- Field Placement Record Form
- Evaluations from field placement teachers, faculty and peer
- Professional Goals Statement
- First Teaching Philosophy

Portfolio Submission II, Growth Stage: Pre-Student Teaching/Clinical Practice
Detailed instructions on how to submit each item from the checklist below are provided within the OSU Initial Certification Portfolio Template on LiveText. Required:
- Current Transcript/Grade Report (showing the current semester's enrollment)
- Current Resume
- Updated Field Placement Record Form
- Evaluations from Field Placement Teachers, Faculty and Peers
- Release form for video, photos, and P12 student work
- 10 (Ten) Artifacts (evidence that you have mastered the associated standards)
- 10 (Ten) Artifact Reflections* (explanation of how the artifact evidences mastery of the standard)
  If your artifacts include any samples of student work from your field experiences in the public schools, you must have a copy of the Release Form completed by a parent or guardian, for each child whose work or photograph or appearance on a videotape is included. You do not need to present all the signed forms in the Portfolio itself, but the inclusion of a copy of the form indicates your understanding that you must produce all signed permission forms if asked to do so.

Portfolio Submission III, Exit Stage: Recommendation for Professional Certification
Detailed instructions on how to submit each item from the checklist below are provided within the OSU Initial Certification Portfolio Template on LiveText. Required:
- Current Transcript/Grade Report (showing the current semester's enrollment)
- Up-to-date Resume
- Updated Field Placement Record Form
- Certification Exam Scores
- Evaluations from Field Placement Teachers, Faculty and Peers
- Lesson Plan Collection (for Elementary Education candidates only)
- Professional Development Activities (Physical Education candidates only)
  [Impact on P12 Student Learning is now collected via the PPAT]

Writing Effective Teaching Philosophy Essays
1. Organize your essay into three sections: introduction, body, and conclusion.
2. Provide smooth transitioning between each section.
3. Articulate your belief/s in the value and purpose/s of P12 education as a thesis statement in the introduction of your essay.
4. Elaborate on what you believe in and why you believe in it in the body of your essay.
5. Address the roles of the teacher, the student, the families, and the community in providing a quality education.
6. Summarize the main points that support your thesis statement and provide a meaningful conclusion.

Writing an Effective Professional Goals Statement
1. Begin your essay with a statement of your career objective(s): the subject area and/or grade level you wish to teach, and a statement of the professional skills you intend to exhibit as you pursue your career. These essential skills should relate to OSU program goals (L.E.A.D.S).
2. Take a few minutes to imagine the teaching position you aspire to have five years from now. Identify five specific goals (i.e., strength in content area, effective classroom management, leadership and advocacy for the profession, awareness of current educational practices and research, etc.) that will enable you to be successful in the environment and position you hope to attain.
3. Discuss in detail the knowledge, skills, and attitudes (dispositions) that you will need to develop in order to succeed as a teacher and be confident in your profession.
4. Based on the knowledge, skills, and dispositions you described, discuss future experiences (i.e., workshops, classes, service projects, etc.) that will help prepare you to be successful as a professional.

5. Conclude your essay with a reflection on how your goals and plans for achievement will help you develop as an educator and a professional.

Selecting Artifacts

An artifact provides evidence that you have met the particular standard, so understanding the standard is step one in selecting an appropriate artifact. For example, InTASC Standard 6 expects that "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." Assessing learners' progress and making decisions based on assessments are the key ideas in this standard. What evidence do you have that proves you can do this? Hint: Keep all coursework in organized files and folders on your computer or in LiveText and back them up! Candidates' coursework and field/clinical practice provide a range of experiences that may lead to the creation of an artifact. Programs are encouraged to identify key assessments to serve as artifacts.

Candidates' coursework and field/clinical practice provide a range of experiences that may lead to the creation of an artifact:

- Assignments from methods, pedagogy, technology, and content area courses;
- Lesson plans created for coursework or field experiences;
- Classroom observations;
- After school extra-curricular activities;
- Tutoring; Student Improvement Plans;
- School staff meetings;
- School board meetings;
- Parent/teacher conferences;
- IEP meetings;
- Field trips;
- Professional Education Workshop series;
- Other experiences may also be applicable

A DIFFERENT ARTIFACT MUST BE USED FOR EACH CORE VALUE.

Each of the Core Values (L.E.A.D.S.) must have a unique artifact, so you will have a minimum of ten main artifacts. See Appendix A for a matrix of InTASC Standards and L.E.A.D.S. with a column of suggested artifacts for each one.

Writing Effective Reflections

Candidates will write a reflection for each artifact selected to demonstrate their mastery of each of the LEADS Core Values and InTASC Standard/s. The reflection gives the candidate the opportunity to demonstrate his/her:

1. understanding of the Core Value and corresponding InTASC Standards, and
2. justification for how the selected artifact is evidence of this understanding.

It is often helpful to "think like a lawyer" – your reflection is your *argument* that the *evidence* you have provided *proves* beyond a shadow of a doubt that you have mastered the standard(s).

Characteristics of effective reflection statements (Foster, Walker, & Song, 2007):

1. Establish a context for artifacts by not only making clear the who, what, when, and where of a teaching experience, but also making clear what Core Value and Standard/s are being demonstrated through the use of the artifact.
2. Display good observational skills (honest, accurate, supported by relevant details, and non-judgmental) through gathering the right information and data from assessments, observations and conversations, and from other relevant sources, presenting these data objectively for the reviewer.
3. Ground practices, observations, and interpretations in appropriate and specific theory and demonstrate an analytic reflection that leads to better understanding of candidate's mastery of Core Values and Standard/s through candidate's ability and competency of linking theory and practice.
4. Uncover and interpret underlying issues, causes, and effects within the observed experience by not only accurately describing what happened in a teaching and learning event, but also going beneath the surface to uncover why something happened or did not happen (possible explanations).
5. Demonstrate a decision-making potential and offer conclusions about practice, plans of action for future instructional activities, or plans for ongoing professional development from observations and analysis.

Support
Candidates have access to support through the LiveText website and from the OSU PEU Portfolio Staff (Casey Powell), who offers individual, small group, and large group assistance and training as well as online tutorials on http://education.okstate.edu/peu/portfolio. The Professional Education offices are in 325 Willard and may be reached at 405-744-6252.

Employment Portfolio
While very few employers (less than 5% according to research) will request an employment portfolio, you may be interested in creating one to offer potential employers. Since your professional portfolio is designed to show growth and mastery of standards, is more extensive than the typical employment portfolio, and purposefully avoids creative expression in the template itself, you may want to use pieces of your professional portfolio to compile an employment portfolio. Consider including items that are w the scope of the typical application packet, such as the edTPA or Teacher Work Sample, a video of you actually teaching, and other samples of your best work. A free website development tool like Wix (http://wix.com), Weebly (http://weebly.com), or Strikingly (http://strikingly.com) offers a quick, easy method of displaying an employment portfolio.

Helpful reference:
Foster, B., Walker, M., & Song., K. (2007). *A beginning teaching portfolio handbook: Documenting and reflecting on your professional growth and abilities.* Upper Saddle River, NJ: Pearson Education Inc.

Crosswalk of InTASC Standards and Core Values with Suggested Artifacts

InTASC Standard 1: Learner Development
L.E.A.D.S. Academics: Human Growth and Development

Standard 1: 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.	**Human Growth & Dev.:** Candidates 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. Candidates understand that students vary in their approaches to learning and create opportunities that are adaptable to individual differences in learners.	SPED Case study, any paper on child development or disabilities, lesson plan with specific learning modifications

InTASC Standard 2: Learning Differences
L.E.A.D.S. Diversity

Standard 2: 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.	**Diversity:** Candidates believe everyone deserves the opportunity to learn and can learn; they possess knowledge, skills, and dispositions to serve as effective professional 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.	Lesson plan that includes learning modifications for ELL students, research on diversity issues including ELL, SES, and other factors.

InTASC Standard 3: Learning Environment
L.E.A.D.S. Academics: Learning Environment

Standard 3: 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.	**Learning Environment**: Candidates 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	Stations lesson plan, reflection on diverse placement experiences, classroom management plan

InTASC Standard 4: Content Knowledge
L.E.A.D.S. Academics: Content Knowledge

Standard 4: 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.	**Content Knowledge**: Candidates value the importance of knowledge and learning by providing them with a rich learning environment, technology, and supervised experiences in academic areas. 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.	Content area lesson plan or assignment that shows strong content knowledge including a research paper or analysis of a content area topic

InTASC Standard 5: Application of Content
L.E.A.D.S. Academics: Integration

Standard 5: 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.	**Integration**: Candidates demonstrate integration of theory into practice incorporating appropriate pedagogy, methodology, content knowledge, curriculum, inquiry and research-based practices in diverse settings. 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.	Integrated lesson plan that includes two or more core content areas a single content area with music, art, or technology integrated, or a career lesson plan
InTASC Standard 6: Assessment L.E.A.D.S. Academics: Teaching/Professional Practice & Assessment		
Standard 6: 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.	**Teaching/Prof. Practice & Assessment:** Candidates 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.	Lesson plan with a well-developed rubric or more than one kind of assessment
InTASC Standard 7: Planning for Instruction L.E.A.D.S. Service Orientation and Community Outreach		
Standard 7: 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.	**Service Orientation/ Community Outreach:** Candidates 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.	Student Academic Improvement Plan
InTASC Standard 8: Instructional Strategies L.E.A.D.S. Academics: Technology		
Standard 8: 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.	**Technology**: Candidates understands 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. 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.	EdTech Portfolio, any assignment from the EdTech class, or any lesson plan that includes significant student use of technology
InTASC Standard 9: Professional Learning and Ethics L.E.A.D.S. Ethics and Professional Practice		
Standard 9: 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 community), and adapts practice to meet the needs of each learner.	**Ethics [E]:** Candidates demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities and practice social justice. Candidates demonstrate an understanding of legal aspects in their professional roles. As life-long learners, they engage in continuous	Professional development certificates, flyer from a workshop, conference schedule,--candidate must articulate how what they learned will impact their teaching

professional development, collaborate with colleagues in the learning and other professional arenas and reflect upon their practice.	

InTASC Standard 10: Leadership and Collaboration L.E.A.D.S. Leadership		
Standard 10: 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	**Leadership [L]**: Candidates are committed to the belief that professional educators providing quality education are the foundation of a prosperous and democratic society. Candidates advance their professions as innovative leaders and advocates who support all learners and families in the context of diverse systems and communities.	Sorority/fraternity projects or offices, clubs, volunteer work, advocacy, professional organization membership—again candidate must articulate how the leadership activity impacts their teaching

3.4 Initial Programs Portfolio Rubric

Mechanics and Style Applicable to Submissions I, II, and III					
	Unacceptable 0	Approaching 1	Target 2	Exemplary 3	Score
Overall Presentation	Portfolio is missing significant items required for submission	Portfolio has most of the items required for this submission but lacks one or more required components.	All requirements are present, and the portfolio template is mostly professional in appearance.	All requirements are present, all red instructions are removed, and portfolio template looks clean and professional.	
Appearance					
Mechanics	Portfolio has errors that significantly distract the reader from understanding the content	Portfolio has errors that distract the reader from understanding the content	Portfolio has a few errors that do not distract the reader from understanding the content	No errors	

Submission I, Entry Stage: Professional Introduction					
	Unacceptable 0	Approaching 1	Target 2	Exemplary 3	Score
Professional Introduction	Portfolio does not have a professional introduction	Introduction is thin on content and appropriate photo of candidate is missing	Introduction meets guidelines and appropriate photo attached.	Introduction is professional, thorough, and exceeds guideline expectations with appropriate photo of candidate attached.	
First Philosophy Statement	Philosophy is not included or lacks basic organization. Essay makes no connections to experience or observation. Content does not follow portfolio guidelines. No control of written expression.	Philosophy follows portfolio guidelines, but the essay is disorganized and/or makes few connections to observations or experiences.	Philosophy follows portfolio guidelines and exhibits good control of written expression.	Philosophy is exceptionally well-written and logical, using many examples based on experience and observation.	

Resume Professional Goals Statement Transcript Candidate Signature OGET Score Evaluations from teachers, peers, and faculty Updated Field Experience Record Form	Portfolio is missing several documents required in submission 1	Portfolio does not include two or more of all required materials of submission 1	Portfolio includes an updated transcript, resume, and field placement form, but one or more evaluations or test scores have not been provided.	Portfolio has all required materials in submission 1.	

	Submission 2, Growth Stage: Pre-Internship			
	Unacceptable (0.000 pt)	**Approaching** (1.000 pt)	**Target** (2.000 pts)	**Exemplary** (3.000 pts)
Overall Presentation/A (1.000, 4%)	Portfolio is missing significant items required for submission and /or portfolio guidelines not followed.	Portfolio has most of the items required for this submission but lacks one or more required components. Some guidelines followed but significant problems with the portfolio components.	All requirements are included, and the portfolio template is mostly professional in appearance.	All requirements are present, all red instructions are removed, and portfolio template looks clean and professional.
Mechanics (1.000, 4%)	Portfolio has errors that significantly distract the reader from understanding the content	Portfolio has errors that distract the reader from understanding the content	Portfolio has a few errors that do not distract the reader from understanding the content	No errors
Updated Resume, Updated Transcript, Evaluations, Release form for videos, photos, and student work, Updated Field Experience Record Form (1.000, 4%)	Portfolio is missing several documents required in submission 2.	Portfolio is missing several documents required in submission 2.	Portfolio includes an updated transcript, resume, and field placement form, but one or more evaluations or test scores have not been provided.	Portfolio has all required materials in submission 2.
Artifact Selection: Learner Development (1.000, 4%) INTASC.1 OK-OSU-LEADS.3.3	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.

Reflection (1.000, 4%) INTASC.1 OK-OSU-LEADS.3.3	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection--Learning Differences (1.000, 4%) INTASC.2 OK-OSU-LEADS.4	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.2 OK- OSU-LEADS.4	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection--Learning Environments (1.000, 4%) INTASC.3 OK-OSU-LEADS.3.4	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.3 OK-OSU-LEADS.3.4	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection--Content Knowledge (1.000, 4%) INTASC.4 OK-OSU-LEADS.3.1	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.

Reflection (1.000, 4%) INTASC.4 OK-OSU-LEADS.3.1	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection--Application of Content (1.000, 4%) INTASC.5 OK-OSU-LEADS.3.2	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.5 OK-OSU-LEADS.3.2	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection--Assessment (1.000, 4%) INTASC.6 OK-OSU-LEADS.3.6	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.6 OK-OSU-LEADS.3.6	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection--Planning for Instruction (1.000, 4%) INTASC.7 OK- OSU-LEADS.5	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.

Reflection (1.000, 4%) INTASC.7 OK- OSU-LEADS.5	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection--Instructional Strategies (1.000, 4%) INTASC.8 OK-OSU-LEADS.3.5	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.8 OK-OSU-LEADS.3.5	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection--Professional Learning and Ethical Practice (1.000, 4%) INTASC.9 OK- OSU-LEADS.2	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.9 OK- OSU-LEADS.2	No Reflection provided	Reflection provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection provided and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection--Leadership and Collaboration (1.000, 4%) INTASC.10 OK- OSU-LEADS.1	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.

Reflection (1.000, 4%) INTASC.10 OK- OSU-LEADS.1	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.

Submission III, Exit Stage: Professional Certification Readiness					
	Unacceptable 0	Approaching 1	Target 2	Exemplary 3	Score
Second Philosophy Statement	Statement is not provided or plagiarizes candidate's first philosophy statement.	Statement presents teaching philosophy, however reflection on professional growth is not evident and/or philosophy statement does not follow portfolio guidelines	Statement presents teaching philosophy with reflection on teaching and learning experience that shows evidence of professional growth. Philosophy statement follows portfolio guidelines.	Statement presents teaching philosophy with a thorough reflection on teaching and learning experience that shows significant evidence of professional growth	
Updated Transcripts Updated Resume OPTE score report Release form for videos, photos and student work Evaluations from internship and field observations Updated Field Observation Report	Portfolio does not include any of the required documents	Portfolio does not include two or more of all required documents	Portfolio includes an updated transcript, resume, and field placement form, but one or more evaluations or test scores have not been provided.	Portfolio includes all required documents	
Lesson Plan Collection (for Elementary Education candidates only)	5 lesson plans required not included			All 5 lesson plans included	
PE Students Professional Development Activities (8 required)	8 pieces of evidence of professional development not included			All 8 pieces of evidence of professional development included	
Evidence of Impact on P-12 Learners	Artifact shows no evidence of impact on P-12 learners	Artifact shows minimal impact on P-12 learners	Artifact shows some impact on P-12 learners	Artifact shows clear evidence of significant impact on P-12 learners	
Analysis/Reflection on Evidence of Impact on P-12 Learners	Analysis of data does not indicate understanding of the importance of candidate's impact on P-12 learners and shows no knowledge of how to improve or adjust.	Analysis of data indicates minimal understanding of the importance of candidate's impact on P-12 learners and minimal knowledge of how to improve or adjust	Analysis of data indicates understanding of the importance of candidate's impact on P-12 learners and some knowledge of how to improve or make adjustments for future impact.	Analysis of data indicates a clear understanding of the importance of the candidate's impact on P-12 learners and specific knowledge for how to make improvements or adjustments to ensure a strong impact in the future.	

3.5 Specific Instructions for Advanced Program Portfolios

See Section 2.2 *Certifications Available through OSU* on p. 6 of this Handbook for a list of initial programs.

Procedures
For organization and presentation to external reviewers, 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 five-year license that includes unlimited online storage space; support documents and videos; and an optional educational video library. Each certification program has a customized LiveText template with detailed instructions for completion of the portfolio embedded in the template. PDF versions of advanced certification portfolio templates are available on the PEU Portfolio website: http://education.okstate.edu/peu/portfolio. **Every advanced program candidate must complete a portfolio for the certification area s/he is seeking, even if a portfolio was completed toward an earlier certification.**

Portfolio Assessment
While each program portfolio has a rubric for assessment specific to that template, the L.E.A.D.S. elements are common to all rubrics. This data is collected, assessed, and reported for the Unit's state and national accreditation processes. Candidates in advanced programs submit their portfolio for review at two checkpoints, Submission I and Submission II 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. Appendix B offers the common elements across all Advanced Program Portfolio rubrics. Additional elements specific to the specialized program area will be in the LiveText rubric for your program and available at http://education.okstate.edu/peu/portfolio.

Portfolio Submission I, Entry Stage: Professional Introduction and Application to PEU
Detailed requirements for each submission are provided within program portfolio templates. Per State requirements, Submission I is completed toward the beginning of the program and includes, at a minimum:
- Introduction Page
- Candidate's Signature Page
- Professional Goals Statement
- Initial Philosophy
- Artifacts serving as evidence of meeting L.E.A.D.S. and SPA standards
- Artifact reflections explaining how the artifact evidences mastery of the standard(s)
  If your artifacts include any samples of student work from your field experiences in the public schools, you must have a copy of the Release Form completed by a parent or guardian, for each child whose work or photograph or appearance on a videotape is included. You do not need to present all the signed forms in the Portfolio itself, but the inclusion of a copy of the form indicates your understanding that you must produce all signed permission forms if asked to do so.

Portfolio Submission II, Exit Stage: Recommendation for Professional Certification
Submission II is completed at the end of the program and includes, at a minimum:
- Artifacts serving as evidence of meeting L.E.A.D.S. and SPA standards
- Artifact evidencing impact on P12 student learning
- Artifact reflections explaining how the artifact evidences mastery of the standard(s)
  If your artifacts include any samples of student work from your field experiences in the public schools, you must have a copy of the Release Form completed by a parent or guardian, for each child whose work or photograph or appearance on a videotape is included. You do not need to present all the signed forms in the Portfolio itself, but the inclusion of a copy of the form indicates your understanding that you must produce all signed permission forms if asked to do so.
- Revised goal statement
- Revised philosophy

Writing Effective Teaching Philosophy Essays
1. Organize your essay into three sections: introduction, body, and conclusion.
2. Provide smooth transitioning between each section.
3. Articulate your belief/s in the value and purpose/s of P12 education as a thesis statement in the introduction of your essay.
4. Elaborate on what you believe in and why you believe in it in the body of your essay.
5. Address the roles of the teacher, the student, the families, and the community in providing a quality education.
6. Summarize the main points that support your thesis statement and provide a meaningful conclusion.

Writing an Effective Professional Goals Statement
1. Begin your essay with a statement of your career objective(s): the role you intend to seek as an educator, and a statement of the professional skills you intend to exhibit as you pursue your career. These essential skills should relate to OSU program goals (L.E.A.D.S).
2. Take a few minutes to imagine the position you aspire to have five years from now. Identify five specific goals (i.e., strength in content area, effective classroom management, leadership and advocacy for the profession, awareness of current educational practices and research, etc.) that will enable you to be successful in the environment and position you hope to attain.
3. Discuss in detail the knowledge, skills, and dispositions that you will need to develop in order to succeed as an advanced educator and be confident in your profession.
4. Based on the knowledge, skills, and dispositions you described, discuss future experiences (i.e., workshops, classes, service projects, etc.) that will help prepare you to be successful as a professional.
5. Conclude your essay with a reflection on how your goals and plans for achievement will help you develop as an educator and a professional.

Selecting Artifacts
An artifact provides evidence that you have met the particular standard, so understanding the standard is step one in selecting an appropriate artifact. For example, InTASC Standard 6 expects that "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." Assessing learners' progress and making decisions based on assessments are the key ideas in this standard. What evidence do you have that proves you can do this? Hint: Keep all coursework in organized files and folders on your computer or in LiveText and back them up! Candidates' coursework and field/clinical practice provide a range of experiences that may lead to the creation of an artifact. Programs are encouraged to identify key assessments to serve as artifacts.

Each of the Core Values (L.E.A.D.S.) must have a unique artifact, so you will have a minimum of ten main artifacts. See Appendix A for a matrix of L.E.A.D.S. and additional columns for adding specific SPA standards and planning which artifact you might use.

Writing Effective Reflections
Candidates will write a reflection for each artifact selected to demonstrate their mastery of each of the LEADS Core Values and associated SPA Standard/s. The reflection gives the candidate the opportunity to demonstrate his/her:
1. understanding of the Core Value and corresponding SPA Standards, and
2. justification of how the selected artifact is evidence of this understanding.
It is often helpful to "think like a lawyer" – your reflection is your *argument* that the *evidence* you have provided *proves* beyond a shadow of a doubt that you have mastered the standard(s).

Characteristics of effective reflection statements (Foster, Walker, & Song, 2007):

1. Establish a context for artifacts by not only making clear the who, what, when, and where of a teaching experience, but also making clear what Core Value and Standard/s are being demonstrated through the use of the artifact.
2. Display good observational skills (honest, accurate, supported by relevant details, and non-judgmental) through gathering the right information and data from assessments, observations and conversations, and from other relevant sources, presenting these data objectively for the reviewer.
3. Ground practices, observations, and interpretations in appropriate and specific theory and demonstrate an analytic reflection that leads to better understanding of candidate's mastery of Core Values and Standard/s through candidate's ability and competency of linking theory and practice.
4. Uncover and interpret underlying issues, causes, and effects within the observed experience by not only accurately describing what happened in a teaching and learning event, but also going beneath the surface to uncover why something happened or did not happen (possible explanations).
5. Demonstrate a decision-making potential and offer conclusions about practice, plans of action for future instructional activities, or plans for ongoing professional development from observations and analysis.

Support
Candidates have access to support through the LiveText website and from the OSU PEU Portfolio Staff, who offers individual, small group, and large group assistance and training as well as online tutorials on http://education.okstate.edu/peu/portfolio. The Professional Education offices are in 325 Willard and may be reached at 405-744-6252.

Employment Portfolio
While very few employers (less than 5% according to research) will request an employment portfolio, you may be interested in creating one to offer potential employers. Since your professional portfolio is designed to show growth and mastery of standards, is more extensive than the typical employment portfolio, and purposefully avoids creative expression in the template itself, you may want to use pieces of your professional portfolio to compile an employment portfolio. Consider including items that are w the scope of the typical application packet, such as the edTPA or Teacher Work Sample, a video of you actually teaching, and other samples of your best work. A free website development tool like Wix (http://wix.com), Weebly (http://weebly.com), or Strikingly (http://strikingly.com) offers a quick, easy method of displaying an employment portfolio.

Helpful reference:
Foster, B., Walker, M., & Song., K. (2007). *A beginning teaching portfolio handbook: Documenting and reflecting on your professional growth and abilities.* Upper Saddle River, NJ: Pearson Education Inc.

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

The Office of Educational Quality and Accountability (formerly OCTP) 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 transcripted 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.

5 FIELD EXPERIENCES AND CLINICAL PRACTICE

Data on all field experience and clinical practice placements is maintained by the Professional Education Unit and Assessment Specialist. Initial and Advanced certification programs work directly with the Coordinator of Field Experiences and Clinical Practice to best serve candidates and our partnering school districts with research-based experiences. Placements are based on the following criteria:
1. OSU must have a contractual agreement with the participating school district,
2. the principal and the Mentor Teacher/Educator must be in agreement about the placement,
3. the Mentor Teacher/Educator must meet established criteria to work with a candidate, and
4. a qualified OSU Supervisor must be available for travel to that site.
5. program faculty recommendation for clinical practice (based on academics, field experiences, and dispositions)

Since OSU is a land-grant institution, we are particularly proud of partnering with Oklahoma public schools. Candidates will be placed in diverse school settings: a variety of socio-economic settings--such as rural, suburban, or urban schools--and experiences with diverse groups of students. Previous clinical/field experiences will be considered when determining the internship placement. See the Professional Education Diversity Statement for clarification: http://education.okstate.edu/peu/diversity.

5.1   Clinical Practice Internship Requirements

In order to apply for a clinical practice internship, you must
a) be fully admitted to Professional Education,
b) have successfully completed Submissions I and II requirements for your professional portfolio,
c) have taken and received a score on the appropriate subject area exam (OSAT) by the deadline to apply for internship (deadline provided at mandatory intent to student teach meeting),
d) follow the application process outlined in the Intent to Student Teach meeting by the provided deadline
e) Receive faculty recommendation of program faculty for your internship (details provided at Intent to Student Teach Meeting)
f) GPA must be at least 2.5 in the following categories:
- Overall,
- Professional Education courses, and
- Program Specialization courses (Exception: Elementary Education, 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 <u>not</u> compute to a "C" average. Meeting these minimal criteria do not necessarily guarantee a placement.

5.2   Course Completion Policy

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.

5.3   State Background Check

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 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.

5.4   Application for Clinical Practice Internship

The semester before you intend to student teach, you must complete the Clinical Practice Internship Application Packet 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 in September, 5:00pm
Tulsa – TBA (contact Prof. Ed. by the preceding August 31 for details)

For Fall Student Teaching
Stillwater – 1st Wednesday in February, 5:00pm
Tulsa –TBA (Contact Prof. Ed. by the preceding Jan. 31 for details)

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*. You **should not** meet with or contact 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 and Geographic Settings: Candidates will be placed in diverse school settings: a variety of socio-economic settings, a variety of geographic settings such as rural, suburban, or urban schools, and experiences working with diverse groups 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 not likely be placed in any school system(s) you attended. Be sure to disclose this information at your intent to student teach interview.

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.

5.5   Placement in Clinical Practice Internships

As a general rule, interns are placed within an approximate 75-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. For accreditation purposes, schools have been designated Urban (U), Suburban (S) and Rural (R) to give candidates diverse experiences across field experiences and clinical practice (though the suburban placement requirement is less stringent). These designations are determined by a combination of socio-economic make-up, school site diversity, proximity to larger cities, and district size within the context of our regional service area and the State of Oklahoma.

- Urban placements are defined as those placements which are within 30 miles of a large city (250,000 or greater) with 40 percent or more students of color and/or Hispanic/Latinx students and at least 50 percent 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.

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.

5.6   The Internship Experience

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 mentor teacher, the program coordinator, 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.

Mentor/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 mentor teacher, principal, and other faculty members in the department. At this time, the mentor 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 mentor 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 InTASC Standards as well as with standards specific to program areas.

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

Mentor/Candidate Relationships (Applies to _All_ Field Placements and Clinical Practice)
The relationship between candidates and mentors must be of a professional nature, as the mentor is evaluating the educator candidate. Further, in essence, the candidate is the mentor's student as his/her mentee. Thus, intimate relationships or other interactions one would not carry out with a P-12 student (such as drinking) should not be part of your interactions with a teacher candidate for the legal and ethical protection of all parties. One exception to this is that as an intern, a teacher candidate is a "need to know" party under FERPA rules for his/her students, given that s/he needs the same information the mentor teacher does in order to best serve student learning. The above rules apply to the relationship between the university supervisor and the educator candidate as well, as is so for interactions between the candidate and other district personnel.

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. Ideally, candidates will engage in co-teaching with their mentor teacher throughout the entire experience. This will afford opportunities to teach collaboratively as well as function as the lead teacher across planning, instruction and assessment.

Some possible strategies by which a teacher candidate can be involved in the planning process are below:

<p align="center">Collaborative Teaching Strategies & Examples</p>

Strategy	Definition/Example
One Teach, One Observe	_**One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.**_ **Examples:** One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions. **Tip:** When observing collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.
One Teach, One Assist	_**An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.**_ **Examples**: While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the "voice" for the students who don't understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the CT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc.

	Tip: This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CT interrupting the lesson.
Station Teaching	***The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.*** **Examples***:* If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagraming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting. **Tips:** Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the cooperating teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.
Parallel Teaching	***Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.*** **Examples**: After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems. **Tips:** Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.
Supplemental Teaching	***This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.*** **Examples:** Using the results from an math exam students are divided into two groups, one smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however these students will build on the same concepts and complete additional math problems. **Tips:** Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.
Alternative or Differentiated	***Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.*** <u>***Examples***</u>: When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the

	students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, $20 bill, moldy cheese, etc.). **Tips:** A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.
Team Teaching	***Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.*** ***Examples:*** Both instructors can share the reading of a story or text so that the students are hearing two voices. The cooperating teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event. **Tips:** Often pairs will begin the experience by team teaching a lesson, providing "fact time" in front of the classroom for the teacher candidate – this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a "real" teacher. Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.

While at a glance, they may appear as such, these collaborative teaching strategies are* not *hierarchical. They can be used in any order and/or combined to best meet the needs of the students in the classroom.

Addressing Concerns and Plan of Improvement Form

5.7 Problem Solving Process

Most problems which arise during internship are resolved through daily conferencing. The following process should be followed if a problem isn't resolved through conferencing between the Candidate, the Mentor Teacher and/or University Supervisor:

a) The University Supervisor or the Mentor may alert the Professional Education Unit (PEU) representative and Program Coordinator to discuss any issue(s) or concerns.

b) The program coordinator will develop a plan of improvement (POI form below) to resolve the problem(s) with input from the Mentor Teacher, University Supervisor, and Professional Education staff. The POI form to be used by all PEU programs is available below.

c) The candidate will meet with the Program Coordinator and a PEU staff member to discuss the POI and receive coaching on expectations/needs moving forward to be successful.

d) A PEU representative will communicate the POI to the Principal and to all involved parties.

e) The Candidate will follow the outlined POI; the University Supervisor and Mentor Teacher will document the Candidate's progress.

f) The University Supervisor will communicate to the program coordinator the Candidate's progress towards resolving the challenge(s).

Plan of Improvement

The *OSU Internship Plan of Improvement* on the following page is designed to assist in the problem solving process.

5.8 Removal from Internship Placement

If the Candidate fails to satisfactorily meet the POI, one of the following alternatives will occur:

A. The Candidate is removed from the assignment and reassigned within the partner school or the school system.

B. The Candidate is removed immediately from internship in that school system.

C. The Candidate is removed immediately from the internship.

NOTE: The Candidate has the right to appeal the decision to remove them from their internship placement. Appeals are sent to the Director of Professional Education.

OSU PEU Internship Plan of Improvement

Candidate: _____ CWID: _____

Expectations for internship:
- Following academic, dispositional, and other professional expectations set forth by the school site, the program, and the Professional Education Unit
- Following all school rules and regulations
- Daily attendance and preparation
- Professional dress and interactions with others
- Acting in accordance with laws dealing with confidentiality
- Taking 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
- Testing new ideas within the context already established by the mentor teacher, making them available to the mentor teacher several days in advance of the lesson
- Developing written lesson plans in advance, sharing them with the mentor teacher and discussing them well **before** the lesson begins
- Requesting conferences with the mentor teacher and/or the OSU supervisor as needed
- Informing OSU supervisor in advance when mentor teacher will be absent on the day of a scheduled observation
- Informing the mentor teacher and the OSU supervisor of any absences, in advance if at all possible
- Self-evaluating, soliciting feedback, and seeking answers to problems in a timely manner
- Complying with all rules, policies and standards of the school that pertain to certified teachers

Explain which expectation(s) is/are not being met:

Specific plan for remediation:

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

_____

Candidate signature   Date

_____

Program Coordinator   Date   Professional Education Signature   Date
Signature

Review (check
one):   Remediation has been met   Remediation has not been met

_____
Date:

5.9 Memorandum of Understanding

OKLAHOMA STATE UNIVERSITY
MEMORANDUM OF UNDERSTANDING

The Memorandum of Understanding is an agreement among the following parties: Oklahoma State University Professional Education Program (called the "University"), the Partner School (called the "School") to which the OSU student (the "Candidate") is assigned, and the Candidate. A breach in this agreement can result in the Candidate's removal from internship. Entering into internship, the Candidate acknowledges her/his responsibilities and agrees to the following:

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

C. The Candidate will complete all documentation required by the University for the internship activities.

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

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

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

G. If the Candidate misses more than two days of the internship, additional days may be added. Excessive absences, as with any course, may result in failing the internship. Individual programs may have stricter attendance policies so please refer to your internship syllabus.

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

I. Travel to and from the internship placement is the responsibility of the Candidate.

J. If the Candidate does not perform satisfactorily during the internship, the University or the school site may remove the Candidate from the School and terminate the internship.

K. The Candidate 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. Candidate may not request or be placed in a district where their children attend, a relative is employed, or they have developed a personal relationship with an employee. In addition, they may not be placed in a school system in which they or close relatives have attended. It is the Candidate's responsibility to report any such connections at his /her Intent to Student Teach interview and keep the PEU placement contact apprised immediately if a new potential placement is considered with such a connection.

M. Some districts require drug tests of their employees. Therefore, the Candidate 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 internship 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 or background check results, to school districts requesting it where a placement is being sought or has been secured on my behalf.

Student Signature	Student Name (please print)	Date

Oklahoma State University PEU or Program Representative Signature	Date

5.10 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.

5.11 Insurance

School districts and OSU do not insure a Candidate during the internship; Candidates are responsible for carrying medical insurance. By joining the OEA (Oklahoma Education Association) or the POE (Professional Oklahoma Educators) they will have liability insurance during the internship. This is essential protection for you as a professional working in a school setting; student membership is offered at a significantly reduced rate for both organizations.

5.12 Outside Activities/Classes during the Clinical Practice Internship

The internship experience is considered the beginning of a Candidate's professional career, and his/her energies should be directed toward making the most of the professional assignment. Therefore, outside employment or taking coursework other than the internship courses is definitely not advised during the internship. If a Candidate believes employment is a necessity, s/he must confer with the University Supervisor and Mentor to ensure such employment doesn't conflict with school site schedules or other professional obligations.

5.13   Schedule of Clinical Practice Internship Assignments

Clinical practice is conducted for 16 weeks in most cases, though there are a few programs for which this differs due to curriculum/seminar needs. Placement personnel will convey the expected timeframe for the internship, and candidates should also share this information with mentors.

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 *well in advance* if at all possible. If you are absent more than two days, make up days may be required. As with any course, excessive absences beyond the attendance policy may result in failing the course/internship.

5.14   Professional Dress in Clinical Practice Internship

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.

6. CAREER DEVELOPMENT

The career consultant in the College of Education and Human Sciences, 101 HSCI, 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 contact Susanne Badiyan at 405-744-9533 or susanne.badiyan@okstate.edu, Christina Kyles at 405-744-9386 or ckyles@okstate.edu, or the career consultant in your college.

The Teacher Job Fair is held each spring (see http://hireosugrads.com/StudentsAlumni/Events.aspx for details). 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.

7. CERTIFICATION

7.10   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 information on where you may conduct this process. Contact Casey Powell at 405-744-6253 or pcasey@okstate.edu.

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 and prior submissions
- 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.

7.11   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 Ms. Casey Powell in the Professional Education Office (pcasey@okstate.edu; 405.744.6253; fax: 405.744.1834).

7.12   Certification Examinations for Oklahoma Educators

Certification in Oklahoma requires the candidate to pass three separate sets of tests (OGET, OSAT, & PPAT). These tests are administered under the direction of the OEQA and Pearson Evaluation Inc. OSU's PEU provides support to assist the candidate in meeting deadlines for filing applications and understanding the testing process. Professional Education Services will assist the candidate in determining readiness for specific tests.

Oklahoma General Education Test (OGET) – See advisor for whether you meet the ACT/SAT substitution for the OGET: [ACT (writing portion must be included) with a score of 22 or higher; OR the SAT with a 1120 and writing section scores of 5 for Reading, 4 for analysis, and 5 for Writing.)]

- The Oklahoma General Education Test is designed to assess the state core general education knowledge and skills. The OGET includes assessment of competencies in grammar, composition, reading, interpretation and other communication. It also includes strong assessment in mathematics, history, and sciences.

- The OGET is required for full admission to Professional Education of all students completing a Professional Education program.

- Students should plan to take the OGET upon completion of 45 to 60 semester hours. This typically occurs during the first two years of college. Since the OGET is designed to assess general education, the student should be near the completion of all general education hours.

Oklahoma Subject Area Tests (OSAT)

- Those candidates seeking certification in Oklahoma must take the appropriate certification test(s) in order to be certified. NOTE: The candidate **must take and receive a score in the appropriate OSAT or OSATs (some programs have multiple OSAT exams) prior to the deadline to apply for student teaching.** Test information and registration materials are available at http://www.ceoe.nesinc.com
- OEQA defines the certification fields for which individual OSAT tests have been developed.

Praxis Performance Assessment of Teachers (PPAT)

- Successful registration and submission of all four tasks is requirement **during your student teaching to pass your internship course**. This is a course requirement, an accreditation data requirement, and meets the final certification exam requirement for your program. (This assessment is required even for those who may have taken the OPTE early; it is advised that candidates follow recommended timelines for assessments.) Task one may be conducted in an earlier semester depending upon your program recommendation. Be sure to save all documentation and permission slips if so, as they must still be uploaded to the ETS site after you've registered for the assessment.

Oklahoma Reading Test (Required for Special Education certification only)

- In 2010 the Oklahoma Legislature passed House Bill 1581, which mandated the teaching of the five essential elements of reading to elementary education, early childhood, and special education candidates. In responding to the law, Oklahoma reading faculty developed a reading test that assesses the five essential elements of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. In 2019, Senate Bill 194 rescinded this requirement for early childhood and elementary since the OSATs in those areas had been revised to address these knowledge bases.
- The purpose of the Oklahoma Reading Test is to help ensure that all candidates seeking certification in Oklahoma have the knowledge and skills of reading necessary to perform the job of an entry-level educator in Oklahoma public schools.

Candidates may register for the OGET and the OSAT at www.ceoe.nesinc.com. PPAT registration will be conducted during your internship semester. Do not register for the PPAT early unless directed to by your faculty.

Since different agencies are responsible for different areas, the **requirements for certification and the requirements for graduation are not necessarily the same**. Students must meet all academic requirements for graduation in order to receive the degree and the respective diploma. Students also must meet all certification requirements in order to be recommended to the Oklahoma State Department of Education for certification. OSU acknowledges its responsibility to prepare graduates to meet state certification requirements in Oklahoma. Academic success and test proficiency for certification may differ.

***

Thank you for choosing this important profession that is so vital to the well-being of children/teens and to the ability of our society to thrive. The work you do will matter a great deal. When done well, both the students and the teacher grow immensely as a result of this work. Best of luck as you pursue this amazing career, and do stay in touch with your faculty and staff and let us know if we can help with your

goals moving forward after you have graduated and/or are certified. As you'll soon find, we don't stop caring about our students when they leave our classrooms.