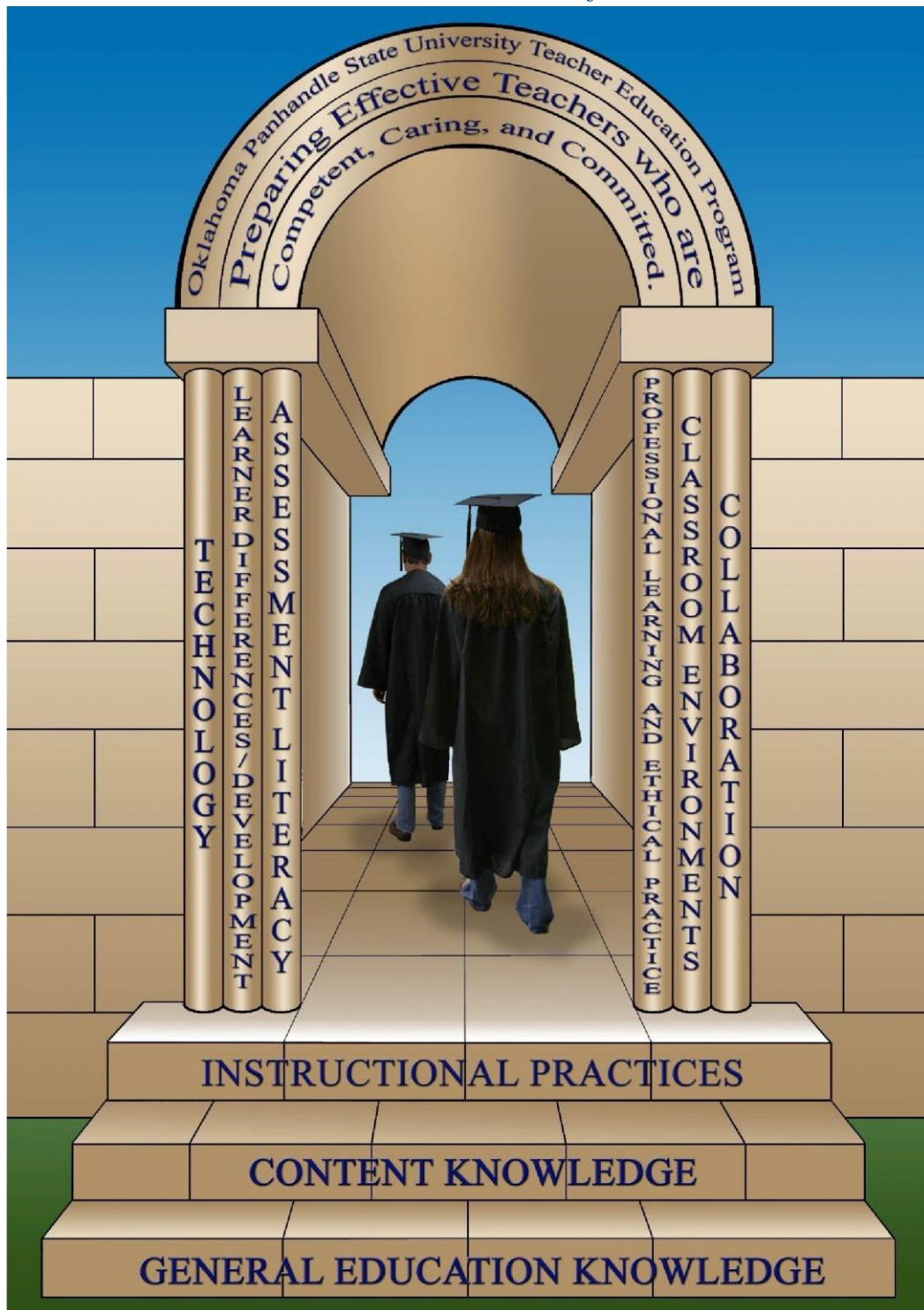


OPSU Teacher Education Portfolio Handbook



*Showing What a Teacher Candidate
Knows and Can Do
July 1, 2020*

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***Note: Within this handbook, the term Educator Preparation Provider (EPP)
and Teacher Education Program (TEP) are used interchangeably.***

Introduction

Oklahoma Panhandle State University (OPSU), along with the state of Oklahoma, gives teacher candidates the opportunity to become professional educators through a proficiency based teacher-training program. This program requires candidates to prove what they know and can do by meeting competencies established by the Oklahoma State Department of Education (OSDE), the Office of Educational Quality and Assessment (OEQA), the Oklahoma State Regents for Higher Education (OSRHE), and the university.

The creation of a portfolio is required of all OPSU candidates seeking an education degree and/or licensure/certification in the state of Oklahoma and will serve as one means of assessing the proficiency of a teacher candidate. The portfolio is a collection of works and evidences of a teacher candidate's proficiencies as he/she progress toward becoming a certified teacher with opportunities to reflect on the process.

This handbook will discuss the philosophy, mission, and conceptual framework of the OPSU Teacher Education Program (also identified as the Educator Preparation Provider [EPP]); the portfolio philosophy; requirements for assembling and safe keeping of the portfolio; the portfolio assessment procedures for OPSU; possible actions based on the portfolio assessments; and an explanation of the portfolio requirements set by the OEQA and the OSDE.

As teacher candidates take the required courses in their major area and in professional education, they begin to collect artifacts—projects, papers, lesson plans, tests, photographs, etc. Candidates will select the examples that they believe represent proficiency in each of the required competencies, and finally the teacher candidates will reflect on the relevance of their work.

There may be some changes in this program due to updates or clarifications from the OEQA, the OSDE, or even the Legislature. OPSU will attempt to keep the teacher candidates informed of any changes and modifications that need to take place. The teacher candidate is reminded to visit with their advisor and to check the OPSU web site to be aware of all notices and announcements. Meeting the professional education competencies by completing the portfolio is a process that begins with pre-service and progresses through the teacher candidate's educational experiences, concluding with the capstone experience of an internship. Although guidelines are

given and advice is always available, the portfolio design and completion is a unique opportunity and personal responsibility of the teacher candidate.

Mission

Professional education at OPSU is committed to the development of professional educators through the integration of theory and practice in a range of experiences and settings. Throughout the program, teacher candidates develop a professional portfolio in which they record, reflect, and integrate their knowledge from their pre-service experiences.

The mission of the OPSU EPP can be summarized in the following statement:

The mission of the EPP is to produce quality teachers who are knowledgeable in their disciplines, technologically aware, proficient in pedagogy, empathetic to student needs, and dedicated to the concept of life-long learning.

The OPSU portfolio program aligns with the mission statement by requiring the teacher candidate to show proficiency in the stated competencies.

Philosophy

The philosophy of the TEP draws from the mission, philosophy, and goals of the university. The development of the program in teacher education is based on beliefs about students, the environment, education, and professional teacher education:

- All individuals have the ability to learn and grow.
- Individuals are products of a variety of cultures and diverse school settings.
- It is possible to assist most individuals to complete a degree in teacher education.
- The practical application of theoretical concepts in a school setting is the basis for excellence in teaching.
- Teacher educators are responsible for providing learning experiences that assist candidates in developing attitudes, values, knowledge and skills that form the basis of competent educational practice and leadership.
- Future teachers must be encouraged to think critically and communicate effectively.
- The intelligent use of current and developing technology is essential to the practice of teaching in the twenty-first century.

- Student teachers (Interns) and OPSU TEP graduates can and must have a positive impact on P-12 learners.

Portfolio Philosophy

In the teacher education program at OPSU, the portfolio is viewed as a framework in which teacher candidates can develop and display or demonstrate works that exhibit their competencies and achievements. It has a minimum of three important uses:

1. It assesses the teacher candidate's proficiency in the competencies identified by the Office of Educational Quality and Assessment, the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, and the Teacher Education Council of Oklahoma Panhandle State University. **The primary purpose of the portfolio is to show a teacher candidate's proficiency in all InTASC standards.**
2. It provides graduates of the OPSU Teacher Education Program with a collection of relevant materials for use as a personal marketing tool in seeking employment.
3. It assesses, and thereby improves, the OPSU Teacher Education Program.

Conceptual Framework

GATEWAY TO THE FUTURE: SYMBOL OF OPSU TEACHER EDUCATION PROGRAM

The TEP employs the gateway arch to symbolize its shared philosophy and vision. Traditionally the arch stands for stability and strength; thus, it is used to represent the power of our program. Just as traditional architecture continues to change, educational philosophies alter as educators discover new theories about learning, and as society itself changes. The OPSU TEP evolves as educational philosophies change.

The base, columns, and three-tiered dome of the arch portray the TEP program. The gateway arch stands upon a solid base of educational principles firmly grounded not only on traditional philosophies, but also on contemporary research. Candidates proceed through their programs in a sequenced study that develops from general education classes to specialized fields of study and progresses to introduction to educational principles and methods courses in their specific areas.

The mid level of the foundation and program represents knowledge that teachers must possess. It begins with a sound general liberal arts and sciences base and progresses to specific

courses in the candidates' fields. Each of the degree areas is aligned with its own Specialized Professional Association (SPA) or, if no SPA is available, with the proficiencies presented by the State of Oklahoma. This mid-level of the gateway helps support the next level of instructional practices and characterizes our belief in the equal importance of conceptual knowledge and teaching skills. While all candidates have a minimum of 40 hours in general education, secondary candidates complete 60+ hours of pre-service field experience, and elementary candidates complete two practicums for a total of 100+ hours of pre-service field experiences. While OPSU education candidates have a minimum 40-hour general education requirement in addition to their subject area courses, they also complete 30+ hours of pedagogy.

Two parallel columns, divided into three sections each representing technology, learner differences/development, assessment literacy, professional learning and ethical practice, classroom environments, and collaboration, link the base with the dome representing the proficiencies our candidates gain throughout their studies. The six columns represent the identified attributes that every professional teacher must have: the ability to utilize technology; the ability to reach diverse students; the ability to assess student learning; the ability to act and conduct themselves professionally with students, parents, and administration; the ability to manage classroom environments; and the ability to collaborate with other professionals in the teaching of students.

Emerging through the gateway arch, the successful OPSU candidate displays the knowledge, skills, and dispositions needed to succeed in today's classrooms. Knowledgeable in basic liberal arts and sciences, including target subject areas as well as instructional practices, skilled in performance, empathetic, and empathetic to the needs of all students, the OPSU graduate stands prepared for the challenges of educating Panhandle students of the twenty-first century. Although chiefly prepared for schools of the Panhandle area, OPSU education graduates display the performances, essential knowledge, and critical dispositions that enable them to teach anywhere when the need or desire arises.

Candidate Attributes

The OPSU TEP produces candidates who display the performances, essential knowledge, and critical dispositions to succeed, primarily in the schools of the unique service area but adaptable to any community where today's mobile society may take them. The candidates

become life-long learners within these educational communities. They are also able to reflect upon their teaching and make changes when needed to accommodate today's changing society with its changing needs. OPSU candidates demonstrate their reflective abilities as well as their ability to accommodate all students using a variety of assessment tools, the reflection/accommodation portion of their lesson plans, their teaching internship journals, and their success on professional teaching exams. In essence, OPSU candidates reflect the EPP motto: **Preparing Effective Teachers who are Competent, Caring, and Committed.**

Performance

The TEP believes that Oklahoma Panhandle State University teacher candidates should demonstrate performances in:

- Classroom and behavior management
- Methods and advantages in collaboration
- Professional learning and ethical practice
- Design and use of effective instructional strategies that include all student populations □ The use of technology for teaching and learning.
- Assessment designed to evaluate student learning and instructional effectiveness

These six performances, combined with the essential knowledge and critical dispositions required of the OPSU candidate, create teachers who are knowledgeable in their discipline, technology, and pedagogy; empathetic to student needs, and dedicated to the concept of life-long learning, or in the words of our motto, *Teachers who are competent, caring, and committed.*

Essential Knowledge

The graduate emerging from the OPSU unit should exhibit knowledge in:

- General areas of liberal arts and sciences
- Target subject area(s)
- Instructional Practices
- The manner in which all students learn and develop
- Types of diverse learners
- Developing multiple assessment measures
- Sources and uses of technology

Knowledge serves as the core of the conceptual framework. Candidates demonstrate proficiency in general education, target subject area(s), and professional education courses. They accommodate for diverse learners and learning styles in their instruction. The TEP assures the success of its graduates through various assessments. Projects, field experiences, lesson plans, and teaching internships give the candidate knowledge of pedagogy, interaction with diverse learners, employment of multiple assessment methods, and the use of technology to enhance learner outcomes.

Critical Dispositions

The TEP believes candidates should display the following dispositions:

- Good work habits
- A positive attitude and love of learning
- Confidence in their own knowledge and skills
- Honesty and trustworthiness
- Self-reliance and problem-solving behavior
- An appreciation and empathy for the worth and diversity of all humans □ An awareness of ethical, political, social, and environmental issues and obligations.

TEP members agree that dispositions required of teachers encompass a range of attributes that begin with those any employer expects of a successful employee. These include being on the job promptly, doing the work on time, in an exemplary manner, and displaying a friendly personality and cooperative attitude. Teacher candidates must possess an intimate understanding of the feelings, thoughts, and motives of others. They need a keen awareness that allows them to provide what Shulman refers to as nurturing. He believes “good teaching includes nurturing the moral and spiritual development, the civic engagement, and the socialization of students” (Tell, 2001).

The TEP believes all candidates should exhibit the above qualities to foster a positive learning environment for every student. To achieve this, they must be empathetic to the feelings, thoughts, and motives of their students. In addition to their positive attitude toward students, candidates must display a positive attitude toward colleagues, administrators, parents, and other members of the community. Assessment of candidate dispositions occurs throughout the

program beginning with recommendations from faculty that candidates must have prior to admission to the program. During the admission interview, a panel uses a rubric to evaluate, among other things, candidates' dispositions.

Portfolio Policies and Procedures

OPSU follows the "best works" policy in the creation of the teacher candidates' portfolios. This means that the teacher candidate is expected to place artifacts in their portfolio that have been refined as far as spelling, punctuation, grammar, sentence construction, etc., as well as content, justification, application, etc. are concerned. A teacher candidate always has the opportunity to replace any artifact with another that he/she believes will better show proficiency. OPSU also believes that a teacher candidate will need time and assistance in the completion of this portfolio; therefore, much attention is given during class time and in individual conferences about the construction process. In addition, special seminars are provided for the candidates periodically prior to the portfolio reviews. These seminars give the candidates the opportunity to receive supplementary instruction and assistance in the preparation of their portfolios, and provide the opportunity for peer reviews and interaction with fellow candidates.

The portfolio will provide teacher candidates with a personal tool for reflecting upon their teaching skills, knowledge, and understandings. This portfolio is an edited collection of the teacher candidate's evidence of proficiency in the 10 Interstate Teacher Assessment and Support Consortium (InTASC) Standards required for licensure and/or certification in the state of Oklahoma. The portfolio will provide the basis for assessing the teacher candidate's progress in, and completion of, the OPSU Teacher Education Program. Upon graduation, the portfolio may be modified and used as an interview tool.

The OPSU teacher education program has a threefold process consisting of benchmarks which allow candidates to demonstrate their proficiencies. In the process the candidates and their portfolios are scored on a three point scale. Demonstration at a score of one is not acceptable and will require a plan of improvement. A score of two is quite acceptable, and a score of three demonstrates quality beyond standard expectations. A score of one will be given if any required item receives a score below two. The candidate will be given a plan of improvement and faculty help offered to remediate the deficiency.

Candidates should remember that all portfolio reviews are a professional dialogue and thus candidates are expected to conduct themselves as such in manners and dress.

Throughout the portfolio process, the teacher candidate is responsible for the safekeeping of the portfolio and its contents, but must make the portfolio available upon request for admission to the teacher education program, admission to the professional semester, and the final portfolio review. The portfolio may also be required for a period of time during accreditation visits.

A teacher candidate's portfolio will be officially reviewed three (3) times prior to possible recommendation for licensure/certification:

1. Entry-level review as a portion of the admission requirements into the OSPU Teacher Education Program. This should take place during the student's sophomore year while enrolled in or after completing EDUC 2113, AGED 3103, or MUED 2113.
2. Mid-term review as a portion of the admission requirements into the professional semester. This will take place the semester prior to their internship.
3. Final review toward the end of the internship and prior to application for licensure/certification.

Other non-official reviews may be held throughout the portfolio process by advisors, peers, faculty members, and during special seminars. These may be a part of a particular class or some other activity.

Deadlines for making application for admission to teacher education program are the last Friday prior to Fall Break of the fall semester and the second Friday in March of the spring semester of the student's sophomore year. **There will be no portfolio reviews during summer or interterm sessions.** The deadline for applying for admission to the professional semester and the internship is the second Friday of February of the school year prior to the student's internship, whether during the fall or the spring semester. Schedules for the final review will be set during the teacher candidate's internship.

Portfolio Review #1—Entry Level (Admission to TEP)

A panel of three (3) members of the OPSU Teacher Education Council will conduct the entry-level portfolio review and subsequent reviews. Every attempt will be made to have the candidate's advisor to serve as chair of the committee. There will be a date set for the reviews,

and the portfolios will be automatically submitted at least one week prior to the review period. Failure to submit the application and/or portfolio by the deadline may cause the candidate a delay in the process of finishing the program. The following items are required for the entry-level portfolio review:

TEP Application Requirements— turned in to the Field Placement Director’s office by deadline date

- Completed Application ([Appendix H](#)) and found online at <http://www.opsu.edu/Academics/Education/?page=application>)
- a current unofficial transcript showing ○ proof of English proficiency (grade of “C” or above in ENGL 1113 and 1213) ○ proof of speech proficiency (grade of “C” or above in COMM 1113) ○ proof of enrollment in or completion of EDUC 2113, AGED 3103, or MUED 2113 ○ proof of an overall grade point average of 2.50 or above
- a current degree plan or check sheet showing proof of a grade point average in general education courses of 2.50 or above
- proof of passing scores on the OGET

1st Portfolio Review Items required in student file in Field Placement Office

- The “Academic Honesty Statement” ([Appendix F](#)), The “Permission to View Portfolio Statement” ([Appendix G](#)), and the “OPSU Teacher Education Program Professional Code of Ethics” ([Appendix H](#)) will all be completed as the candidate creates his/her Foliotek account and will be evaluated by the FPO
- No additional items will be uploaded

It is not expected that any of the 10 InTASC Standards will be met at the entry-level portfolio review; therefore, no correlation to any of the competencies is required. **(All assessments of the three portfolio reviews will be handled through Foliotek; therefore, all reference to any of the following rubrics should be considered representative.)**

Assessment of the entry-level portfolio will be based upon the completion of the application forms and the rubric used for the teacher candidate’s interview ([Appendix A](#)). The interview is a time for the faculty to get to know the candidate and is required by the Oklahoma State Regents for Higher Education. It is an assessment tool for the faculty to evaluate potential candidates, but is not graded like course work, nor is it meant to be stressful. The committee will make recommendations concerning admission to the OPSU Teacher Education Program to the Dean of Education who will notify the teacher candidate of his/her admission status.

Teacher candidates are denied admission for a low GPA (Gen Ed or overall) or for non-passing scores on the OGET exam, and are invited to re-apply when their GPA is above 2.50 and/or when they have passing scores on the OGET. There is no appeal for these deficiencies and the applicants may re-apply when the GPA is above 2.50 and/or when the OGET passing scores are submitted. An exception to this may occur if there is a possibility of obtaining the needed GPA by the end of the admission semester, if the OGET has been taken but scores not received, and/or a candidate who is enrolled in the required English, Speech, or EDUC classes in the admission semester and is waiting for grades. In these cases, the candidate will be denied-pending receiving the required information (grades, test scores, GPA calculation at the end of the semester.) If the reason for the denial concerns an unacceptable portfolio item, the teacher candidate has the opportunity to correct the deficiency (Plan of Improvement-Appendix D) and present it to the portfolio review committee chairperson. When the deficiency is corrected, the teacher candidate will be admitted to the OPSU Teacher Education Program.

Teacher candidates wishing to appeal a denial will be given information concerning a date and time for the submission of an appeal letter and a meeting with an ad-hoc appeals committee appointed by the Dean of Education. Following the appeals committee meeting with the candidate, the ad-hoc committee will present the Dean of Education with their recommendation. The decision of the Dean of Education will be final. **A teacher candidate will not be allowed to enroll in restricted classes until he/she has been admitted to the OPSU Teacher Education Program.**

Portfolio Review #2—Mid-Term Level (Admission to Professional Semester)

A candidate's Second Portfolio Review occurs the semester before he/she is to serve the Internship. By this time the teacher candidate has taken most of the professional education classes and has received instructions about most of the competencies for licensure and certification. Therefore, this portfolio review will be much different from the entry-level review. This is a time when the candidate will present artifacts meeting the 10 InTASC Standards (below and Appendix B) which will be evaluated by the candidate's portfolio review committee online using Foliotek. Representative rubrics for the evaluation of artifacts uploaded for the Second Portfolio Review are found in Appendix C.

The following items are required for the mid-term portfolio review:

Professional Semester Application Requirements—turned in to Education Office by deadline date

- Completed Application (Appendix I) and found online at <http://www.opsu.edu/Academics/Education/?page=application>)
- a current unofficial transcript showing an overall GPA of 2.50 or above—this will be evaluated (GPA, etc.) by FPO
- a current degree plan or check sheet showing proof of a grade point average in general education, major, and professional education courses of 2.50 or above, and proof of proficiency in a Language other than English—this must be completed prior to Internship and will be evaluated (GPA, foreign language, etc.) by FPO
- a graduation evaluation signed by the registrar—this will be evaluated by FPO
- proof of continuation of back ground check

2nd Portfolio Review Items required in Foliotek—will be auto-submitted by posted date

- One artifact meeting each of the 10 InTASC Standards with justifications for each artifact explaining how it meets the “understanding” portion of the Standard. It is possible that one artifact may be used to meet multiple standards; however each standard will have to have a separate justification explaining it. The recommendation is to have one artifact per standard. The Standards are listed below and in Appendix B.
- Assessment of the artifacts for the Second Portfolio Review will be conducted using the rubrics found in Appendix C.

Beginning with the candidates admitted into the Oklahoma Panhandle State University (OPSU) Teacher Education Program (TEP) in the fall 2014 semester, the Portfolio required by all candidates will be modified to meet the 10 New 2011 InTASC Standards:

Standard #1 - Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2 - Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3 - Learning Environments

The teacher candidate 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.

Standard #4 - Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5 - Application of Content

The teacher candidate 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.

Standard #6 - Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7 - Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8 - Instructional Strategies

The teacher candidate 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.

Standard #9 - Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10 - Leadership and Collaboration

The teacher candidate 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.

The portfolio process will also change beginning with the second/midterm portfolio review of the candidates admitted into the OPSU TEP during the fall 2014 semester. Candidates having their second portfolio review in spring 2016 will be using this new format.

Most of the 10 New InTASC standards can be interpreted as having two parts: understands and implements. OPSU candidates will be required to meet all of the 10 InTASC “understands” portion at the second portfolio and the “implements” portion at the third/final portfolio review.

Therefore, TEN (10) “understands” artifacts are required for the second/midterm portfolio review and TEN (10) “implements” artifacts are required for the third/final portfolio review. The Praxis Performance Assessment for Teachers (PPAT) will be used to meet the “implementation” portion of the InTASC standards, and will, therefore, satisfy the TEN (10) artifacts required for the third/final portfolio review.

An artifact is a piece of evidence developed by and/or acquired by a candidate to demonstrate proficiency in the Oklahoma competencies for teacher licensure. Artifacts will generally come out of classroom projects, education observations, and outside activities related to education. Artifacts should be candidate generated and applied. Unacceptable artifacts would be items such as lists and handouts which have not been integrated into an applied format. Certificates of presence at professional conferences, membership in professional organizations, or the like are acceptable when accompanied with a justification.

Again, the teacher candidate is reminded of the deadlines for application to the professional semester—the second Friday of February of the year prior to student teaching, whether fall or spring. There will be no portfolio reviews during summer or interterm sessions.

The mid-term portfolio review will be conducted by the same three (3) members of the candidate’s portfolio panel, if possible, and will again utilize Foliotek in the assessment process. The assessment will be based on the inclusion of the required items, the accuracy of all written material, and on the correlation of the included artifacts to the selected competencies. The panel will assess the artifacts, the correlations to the competencies, and the candidate’s written justifications and oral defense.

There will be a date set for the reviews, and the portfolios will be automatically submitted at least one week prior to the review period.

Following the assessment of the mid-term portfolio, the panel will advise the Dean of Education of its recommendation for each teacher candidate and the dean will notify the candidate of his/her status. These recommendations can range from full admission to the professional semester and internship, to further course work, corrections or rewriting, remediation of skills, or even to dismissal from the OPSU Teacher Education Program. Again, the candidate has the opportunity to correct any deficiencies and become admitted or appeal the decision to the OPSU Teacher Education Council, whose decision will be final.

Any candidate who is not admitted to the professional semester will receive a “Plan of Improvement” ([Appendix D](#)) that will identify deficiencies, offer suggestions and help, and present a date by which the candidate must present his/her corrections. In the event that the deficiency deals with missing course work, the candidate’s status will be reviewed following the completion of the course work. **All course work in a candidate’s major field, general education, and professional education must be completed, with the required GPAs of 2.50 or above in the candidate’s general education courses, his/her “major” including professional education courses, and his/her overall GPA before the candidate will be allowed to begin his/her internship.**

Portfolio Review #3—Final

The final portfolio review will take place toward the end of the Internship. The candidate should now have all competencies met and have all required artifacts placed in the portfolio (uploaded to Foliotek.)

For this final review, the candidate will submit the Praxis Performance Assessment for Teachers (PPAT). For more information concerning the requirements of the PPAT and its evaluation, please refer to the PPAT Candidate and Educator Handbook. (Available at www.ets.org)

The following are additional requirements for review #3:

- A current unofficial transcript – this will be provided by and evaluated by FPO
- Test results of all licensure/certification exams taken – these will be provided and evaluated by FPO

3rd Portfolio Review Items required in Foliotek—will be auto-submitted by posted date

- Unofficial transcript – evaluated by FPO
- Degree plan/ check sheet – evaluated by FPO
- The candidate’s PPAT with references to the 10 InTASC Standards
- Artifacts and justifications will be assessed using the rubrics found in Appendix E.

The Praxis Performance Assessment for Teachers (PPAT), uploaded to Foliotek prior to the automatic submission of the final portfolio, will be used as artifacts for each of the 10 InTASC Standards. However, the candidate will still need to identify the select portion of the PPAT used to meet the Standards and provide the justification for each one.

All portfolio artifacts, required forms, and documents will be located in the candidates’ Foliotek account.

The signup time for the final portfolio review will be set during the mid-term seminar of the professional semester. The teacher candidate will be present for the final review which will be conducted by the candidate’s same panel, if at all possible, and may include additional members of the OPSU Teacher Education Council, OPSU Teacher Education Faculty, public school administrators and teachers, business leaders in the community, and/or other community individuals. The final review will provide opportunity for the teacher candidate to answer questions, provide examples of educational experiences and training, and “show what he/she knows and can do.” Once again, the portfolio will be automatically submitted at least one week prior to the review period, with portions of the PPAT submitted periodically during the internship.

The final review will be scored using Foliotek and the assessment of the review will be given to the Dean of Education who will notify the teacher candidate of the recommendations of the panel. These recommendations can range from full compliance to rewriting documentation, re-appearing before the review panel, repeating the Internship, and even to the dismissal from the OPSU Teacher Education Program. As always, the teacher candidate will have the opportunity to correct any deficiencies (Plan of Improvement-Appendix D) and present them to the chairman of the review panel or to appeal the recommendation of the final review panel, in which case an ad- hoc committee will be selected under the same guidelines as presented on page 12 of this handbook.

The candidate's portfolio is expected to be complete, neat, and professional. Remember, the portfolio and all contents belong to the individual teacher candidate and should be presented in any fashion that is deemed best by the candidate and acceptable based on rubrics and committee review.

Rubrics

Definition and Purpose of a Rubric.

The University of Texas Center for Teaching and Learning defines a rubric as: "...a scoring guide composed of criteria used to evaluate performance, a product, or a project. (Center for Teaching and Learning, 2014). The intent of a rubric is to provide quality indicators for each level of performance, based on established criteria to provide data to drive decision making. Indicators may be strictly quantitative or descriptive in nature. Rubrics are designed to be incremental relational evaluations of the standards to be addressed.

Perceptual relationships between the quality indicators must be such that the criteria is clearly established and does not change the relationship of the indicators to the standard. Additionally, sequential applications of the rubric must be applied in a manner that is homogeneous in nature. The quality indicators must be interdependent across the continuum, to provide accurate articulation that provides data for afore mentioned data driven decision making. (Center for Teaching and Learning, 2014).

Choosing Terms for the Rubric

When choosing terms to use on a rubric, phrases or terms to be used in the evaluator process are chosen to elicit responses that can be easily differentiated from each other. It is also important that these terms be close enough that important data is not lost in the compilation of the results. The scale values of the rubric must use sequential oriented processes which will provide a differentiated response; with the quality factors consisting of points used in the scoring process being equidistant in nature.

A three point rubric of: *Superior (or Target)*, *Acceptable* and *Unacceptable* contain terms that are relatively equidistant in scale value. Renckly, et. al (2002) indicate that the scale value for each term are: *Superior (or Target)*: scale value of 20.12, *Acceptable*: scale value of 11.12, and *Unacceptable*: scale value of 2.64. Using the scale as presented provides for quality

descriptors that are relatively equidistant in nature, approximately nine points apart on the Degrees of Excellence Scale (Myers and Warner, 1968). The mean score using the Degrees of Excellence computes to 11.29, as compared to a score of 11.12 for the descriptor *Acceptable* (Renckly, et. al 2002). Within the rubric, the terms are more fully defined using terms indicating quality as determined to differentiate performance of the teacher education candidates in the presentation of their artifacts. The understanding of the INTASC standard is approached by the development of the criteria within the artifact that indicates to the reviewer perceptual effectiveness in capacity of the teacher education candidate. Definitive terms used within the rubric indicate the level of performance necessary to achieve a score of Superior, Acceptable or Unacceptable.

Inter-rater reliability

Hansson, et. al define (2012) Inter-rater reliability as “the extent to which assessors make exactly the same judgment about a subject.” Results for this study indicated that training is necessary for scoring/grading the rubrics in agreement to reduce rater bias.

Trochim, (2006) defines the development of inter-rater reliability as “calibrating’ the individuals involved in the scoring process and proposed regular ‘calibration’ trainings to increase inter-rater reliability.

All of the rubrics used in assessing the teacher candidate’s portfolio will use the scale of: (3) Target (2) Acceptable (1) Unacceptable. A teacher candidate who receives a score of (2) or (3) on any rubric completes the review satisfactorily and may continue the program, but has the opportunity to correct any deficiencies for the rubric(s) in question. This is done with the assistance of the panel chairperson. A teacher candidate who receives a score of (1) for any portfolio review will be given a Plan of Improvement and must correct all deficiencies, thereby raising the score to a (2) before continuing in the program. This, also, is done with the assistance of the panel chairperson.

The overall portfolio “score” will be based on the collaborative consensus of the committee, with the chair of the committee making the final decision. The overall portfolio score may be a three (3) if, and only if, all individual components receive a score of three. It may not be a two (2) if any of the individual components receive a score of one (1). There will be no “averaging” of scores (i.e. 2.5, 1.75, etc.).

Teacher Candidate's Permanent Folder

A permanent folder will be created for each teacher candidate upon application for admission to the OPSU Teacher Education Program. This folder will contain:

1. all application forms,
2. recommendation forms for all applications
3. an unofficial copy of the candidate's transcript—replaced with official copy upon graduation,
4. copies of all test results (OGET, OSAT, OPTE) provided by the candidate,
5. a copy of the candidate's degree plan or check sheet,
6. a copy of the graduation check sheet from the registrar,
7. reports of all portfolio reviews from Foliotek,
8. evaluations of the Internship from the public school cooperating teacher, the university supervisor, and other evaluations performed during the Internship,
9. other material deemed necessary by the Dean of Education or university administrator.

This folder is accessible to the teacher candidate at any time during their enrollment and will remain available for a period of five (5) years after graduation. These folders will not contain any placement files created in the placement office.

Conclusion

The teacher candidate should remember that the most important task of the portfolio is to

Show What the Teacher Candidate Knows and Can Do!

All other uses of the portfolio will require the removal of several items. Suggestions for creating an “interview” portfolio will be presented during the student teaching seminars.

OPSU will do everything possible to keep the teacher candidate informed of any changes or modifications in the portfolio process. The teacher candidate is reminded to look at the bulletin boards in and around the office of the Dean of Education and to constantly check the OPSU web site – <http://www.opsu.edu/Academics/Education/>

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GLOSSARY OF IMPORTANT TERMS

Academic Performance and Achievement

Information about previous student performance which could be used to plan instruction (e.g., grades, standardized tests, cumulative folder, anecdotal records, interviews with teachers, etc.).

Accommodations

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be state approved for use on a standardized assessment. It is very important for educators to become familiar with state policies regarding accommodations during assessments.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work. Accommodations for instruction and assessment are integrally intertwined. (Taken from the Oklahoma Accommodations Manual)

Accountability

The term academic accountability can be used to describe the ownership or responsibility that one takes for educational achievement. Student accountability refers to the students' personal responsibility for their education (studying, practicing, getting extra help, etc.). Teacher accountability refers to the processes, methods, and management techniques that the teacher uses to advance student learning.

Adapts practice

Teachers adjust their teaching styles/methods/techniques to the differing needs of their students based on an assessment of the learning that has taken place.

Advocates

A teacher advocates for the needs of students by providing supporting information in a positive manner that a specific technique, method, and/or device would have a positive impact on their learning.

Analyzing data

Data analysis involves studying the information obtained from an assessment, either formative or summative, and using it to identify strengths and weaknesses to improve teaching and/or learning.

Assessment

Assessment is the productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. Assessment systems need to include both formative and summative assessment processes, aligned with instructional and curricular goals and objectives. Formative assessment findings should be used as a continuous feedback loop to improve teaching and learning.

Summative assessment results should be used to make final decisions about gains in knowledge and skills.

Formative Assessment

Formative Assessment is a process used by teachers and learners that provides a continuous stream of evidence of learner growth, empowering teachers to adjust instruction and learners to adjust learning to improve student achievement. Formative assessment requires clear articulation and communication of intended instructional outcomes and criteria for success, ongoing descriptive feedback, using assessment evidence to make adjustments to teaching and learning, self- and peer-assessment that promote learner awareness of growth and needed improvement, and a partnership between teachers and learners which holds both parties accountable for learner achievement and success.

Summative Assessment

Summative assessment is the process of certifying learning at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met. Examples of summative assessment include end-of-unit tests, final exams, semester exams, portfolios, capstone projects, performance demonstrations, state-mandated test, the National Assessment of Educational Progress (NAEP), and accountability measures (e.g., Adequate Yearly Progress or AYP).

Assessment Reliability and Validity

Assessment reliability has to do with how accurately a test or test item measures the actual attainment of a fact, concept or skill. Therefore, a reliable test contains items that are difficult to get right just by guessing, and that do not give hints to the answer. A reliable rubric assessment is one that, when used by several different judges, produces the same score for same performance by an individual student. Validity has to do with how well the assessment measures what it says it measures, or how well it measures your lesson objectives. Asking two or more teachers to read the assessment and give feedback as to whether or not they see it is a fair means of assessing student learning for the unit is one means of addressing issues of validity (called face validity). Another way may be identifying similarities between how you observe children performing in the classroom (or on other tests) and how they perform on related areas on your test (called construct validity). Verifying that the language of the assessment is the language of the content presented to, or read by, the class is also a check on validity (called content validity).

Authentic

Authentic refers to situations that will be experienced in the “real world” dealing with local and/or global issues that are relevant to the students in their present situation.

Classroom Environment: Information related to issues of culture, safety, classroom management, physical environment, and socio-personal interaction which have potential to influence the learning environment.

Cognitive development

Cognitive development is the progress of the ability to think and understand. (Schacter, D. L. (2009). PSYCHOLOGY. Catherine Woods. p. 429.) Theorists hypothesized that cognitive

development occurs in stages; some stages are dependent upon chronological age (Piaget, Vygotsky) while others hypothesized that learning occurs from scaffolding (Bruner).

Collaboration/collaboratively/collaborates

Collaboration is a style of interaction between individuals engaged in shared decision-making as they work toward a common goal. Individuals who collaborate have equally valued personal or professional resources to contribute and they share decision-making authority and accountability for outcomes. Individuals who engage in shared decision-making for a common goal are working collaboratively.

Collaborative problem solving

Individuals engaging in shared decision-making working to solve the problem at hand, perhaps by using a four-step problem solving method which involves understanding the problem, devising a plan, implementing the plan, and checking the results. (Polya, G. (1945). How to Solve It. Princeton University Press.)

Community

Information about the school district or city/town as well as the attendance center that defines the community of learners in the school or classroom. Such information should focus on definitive student characteristics to which the teacher should pay attention to and use in planning and delivering instruction in order to help all students achieve the unit learning goals.

Concepts

A general idea; an idea of what something is and how it works.

Content Knowledge Objective

A knowledge objective requires students to define, list, memorize, name, recall, recognize, recite or record. For the purposes of this work sample, higher knowledge level objectives may involve student comprehension where students demonstrate that they understand the meaning of what they have learned by describing, discussing, explaining, expressing, identifying, locating, or reporting.

Critical thinking

Intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and or evaluating information.

Cross-disciplinary skills

Techniques, skills, content required for multiple disciplines (math, English, social studies, etc.)

Culturally appropriate instructional strategies

Acknowledge both individual and cultural differences enthusiastically and identify these differences in a positive manor while applying knowledge.

Developmentally appropriate

Developmentally appropriate practice (DAP) means teaching young children in ways that meet children where they are, as individuals and as a group, support each child in attaining challenging and achievable goals that contribute to his or her ongoing development and learning (NAEYC)

Differentiated learning experiences

Tailoring instruction to meet individual needs-could include content, process, procedures or learning environment.

Differing perspectives

Qualities and experiences that influence an educator's (or parent's) point of view about education

Disaggregation of Data

Organizing and reporting data from the pre-assessment and/or post-assessment to show the achievement (learning gain) for subgroups present in the classroom (males v. females, ESL v. native speakers, identified students v. non-identified students, low achievers on the pre-assessment v. those who did better, racial or ethnic groups v. majority, etc.). You do not need to do all of these, just those you deem pertinent.

Diverse needs of learners

- (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences),and
- (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21).

Educational equity

Measure of achievement, fairness, and opportunity in education. All students receive impartial treatment and access to all programs, resources, and curriculum.

Emotional development

The emergence of a child's experience, expressions, understandings and regulation of emotions from birth through late adolescence.

Engaging curriculum

Courses, content, experiences, and assessments that hold students' attention and involves activity including meta-cognition and other mental and physical exercises.

Facilitate learning

To direct or prepare activities that allow students to have a deep understanding and application of concepts and standards.

Formative assessment

Assessments intended to provide feedback and support for improved performance as part of an ongoing learning process.

Goals: General learning standards or outcomes. Goals are supported by more specific learning objectives.

Leadership roles

Responsibilities and functions as mentor, coach, expert, director, supporter, etc that a candidate or teacher fulfills.

Learner-centered Instruction

Classroom learning activities in which the learner and not the teacher is the center of focus. The teacher may serve as facilitator but not as presenter or director. The student works independently

or in a small group that is in charge of the learning sequence, timing, goal setting, and production of evidence of learning.

Learning Context

Information about the school, community, or individual students that should impact the manner in which the teacher plans, executes, and assesses learning for all students in the class.

Learning Gain Score (LGS)

The difference between pre- and post- assessment scores. The formulas for determining the LGS and the format for the reporting sheet can be found at the end of the TWS Prompt and Rubric.

Learner growth

Value added or growth in reaching standards or content. Growth can be measured in many forms and ways such as a pre-assessment and post-assessment.

Linguistic

The study of human speech including the units, nature, structure, and modification of language (<http://www.merriam-webster.com/dictionary/linguistics>)

Linguistically appropriate instructional strategies

Instruction that is appropriate based on a child’s needs and language skills in consideration of diverse language and culture.

Meta-cognitive processes

The idea or concept that a person thinks about his or her thinking. Think –aloud is a model of the meta-cognitive process. Example is that a student thinks the following: “I just read this paragraph and do not understand what was the main idea and I need to read it again.” Another example is that a student thinks or says the following: “What does it mean to solve this problem and what steps do I need to take?”

Modify

To adjust curriculum or instruction based on the diverse needs of the child.

Modes of instruction

Learning activities or instructional activities based around modalities of learning, multiple intelligences, etc.

Mutual expectations

Standards or benchmarks commonly held by educators (OAS) or groups such as SPAs

Pedagogy

The broad principles and strategies of classroom instruction, management, and organization that transcend subject matter. An educator’s abilities or expertise to impart the specialized knowledge content of their subject area(s).

Performance data

Information, both quantitative and qualitative, derived from assessments or educator candidate proficiency as demonstrated in practice.

Personal identity

How a child sees himself or herself in many diverse ways such as culture, intellect, gender, etc.

Physical development

The physical changes or stages that a child goes through.

Practice

The actions, beliefs, and philosophy that is evident in developing and applying curriculum. All the strategies a teacher uses to impact children.

Scaffolds (scaffolding)

Breaking information or skills into parts that are taught to the child with support and adjusting support as the child becomes proficient in the knowledge or skill (see Vygotsky)

SPA curriculum (*Specialized Professional Association*)

Curriculum for a specific content area (e.g. NCTM or ACEI) and specific developmental level (i.e. elementary, middle level, or secondary).

Spheres of influence

Groups or individuals that impact others so much as to affect attitudes and actions.

Social development

The social and emotional changes or stages that a child goes through.

Summative assessment

Assessments that occur at the conclusion or end point of a course, program or unit of instruction to determine whether a learning outcome has been achieved.

Technology/ technological resources

The tools and techniques available through computers, the Internet, telecommunications, and multimedia that are used for instruction and the input, storing, processing, and analyzing of data. Educator candidates should be able to demonstrate that they use technology to work effectively with students to support student learning.

Appendix A

Rubric for Assessment of Candidate Interview

During the first portfolio review, the committee will conduct an interview with the teacher candidate. The committee will use the form on the next page to assess the teacher candidate's performance.

Criteria	3-Acceptable	2-Needs Improvement	1-Unacceptable
Appearance	<ul style="list-style-type: none"> ▪ Overall neat appearance ▪ Choice in clothing is acceptable ▪ Well groomed (ex. Shirt tucked in, jewelry blends with clothing, minimal wrinkles) 	<ul style="list-style-type: none"> ▪ Appearance is somewhat untidy ▪ Choice in clothing is inappropriate (shirt un-tucked, tee-shirt, too much jewelry, etc.) ▪ Grooming attempt is evident 	<ul style="list-style-type: none"> ▪ Overall appearance is untidy ▪ Choice in clothing is inappropriate for any interview (torn unclean, wrinkled) ▪ Poor grooming
Greeting	<ul style="list-style-type: none"> ▪ Acceptable behavior, well mannered, professionalism shown at all times ▪ Courteous to all involved in interview 	<ul style="list-style-type: none"> ▪ Used typical (not professional at all times) behavior and language – did modify behavior to fit the interview ▪ Less than courteous to all involved in interview 	<ul style="list-style-type: none"> ▪ Unacceptable behavior and language ▪ Unfriendly and/or not courteous to all involved in interview
Communication	<ul style="list-style-type: none"> ▪ Showed interest throughout the interview ▪ Spoke clearly ▪ Minimal mistakes in sentence structure and grammar ▪ Volume is appropriate 	<ul style="list-style-type: none"> ▪ Showed some interest ▪ Speech was unclear– lapses in sentence structure and grammar ▪ Volume is uneven (varied) 	<ul style="list-style-type: none"> ▪ Presentation shows lack of interest ▪ Speaking is unclear – very difficult to understand message of what is being said (ex. mumbling) ▪ Volume is inappropriate for interview (ex. spoke too loudly, too softly)

Body Language	<ul style="list-style-type: none"> ▪ Minimal fidgeting (ex. occasionally shifting) 	<ul style="list-style-type: none"> ▪ Fidgeted (ex. movement of hands and feet frequently) 	<ul style="list-style-type: none"> ▪ Fidgeted (ex. constant movement of hands and feet)
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	<ul style="list-style-type: none"> ▪ Acceptable eye contact ▪ No slouching, or quickly correcting self 	<ul style="list-style-type: none"> ▪ Eye contact is made intermittently ▪ Occasionally slouching 	<ul style="list-style-type: none"> ▪ Lack of eye contact ▪ Slouching all the time
Responding to Questions	<ul style="list-style-type: none"> ▪ Questions answered with forethought ▪ Answered questions 	<ul style="list-style-type: none"> ▪ Questions answered with some forethought ▪ Attempted to answer questions 	<ul style="list-style-type: none"> ▪ No forethought shown to questions ▪ Did not attempt to answer questions

Comments:

Pass / Fail (circle one)

SIGNATURE of Chair: _____ (give form to Field Placement Officer)

Appendix B

The Ten InTASC Standards and Elements with suggested artifacts for Second Portfolio Review (prior to Internship) and Third Portfolio Review (Final)

The following pages present the 10 New InTASC Standards, including the indicators of Performance, Essential Knowledge, and Critical Dispositions that must be addressed in the candidate's "justification" presentation associated with each artifact.

The following pages also present some "suggested" artifacts that are normally created during the course work of your degree and that may be used to satisfy the "understands" and "implements" portions of the standards. These lists (for the 2nd/Mid-Term Portfolio Review) are NOT required—they are merely suggestions. The choice of artifacts to put in your portfolio for the 2nd Review is totally up to you. We will accept almost anything that you can justify.

<p style="text-align: center;">2011 InTASC Standard</p>	<p style="text-align: center;">Portfolio Review 2 (Understands) Suggested Artifacts One artifact required as the second portfolio review showing “understands”</p>	<p style="text-align: center;">Portfolio Review 3 (Implements) Suggested Artifacts One artifact required at the final portfolio review showing “implements”</p>
<p>Standard #1: Learner Development</p> <p>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.</p> <p><u>Performances</u></p> <p>a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p>b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>	<ul style="list-style-type: none"> • Unit plan/Lesson plan with learning modalities or intelligences as part of the design • Case studies regarding various learner problems • Research paper • Learning centers • Web Quests 	<p>□ PPAT</p>

c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge

a) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

b) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

c) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

d) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Critical Dispositions

a) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's develop.

b) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

<p>c) The teacher takes responsibility for promoting learners’ growth and development.</p> <p>d) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.</p>		
<p><u>Standard #2: Learning Differences</u></p> <p>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.</p> <p><u>Performances</u></p> <p>a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p>b) The teacher makes appropriate and timeprovisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as</p>	<ul style="list-style-type: none"> • Unit plan / Lesson plan with learning modalities or intelligences as part of the design • Reflection from diversity • Lesson plans that incorporate ESL / ELL adaptations • Interview with a parent of a student with special needs 	<p><input type="checkbox"/> PPAT</p>

they demonstrate their understandings.

- d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English Language Learners and for evaluating and supporting their development of English proficiency.
- f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge

- a) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth
- b) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs
- c) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition

<p>d) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>e) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.</p> <p><u>Critical Dispositions</u></p> <p>a) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>b) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>c) The teacher makes learners feel valued and helps them learn to value each other.</p> <p>d) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p>		
<p><u>Standard #3: Learning Environments</u></p> <p>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.</p>	<ul style="list-style-type: none"> • interview with a parent of a special needs child • blogs, newsletters created for the classroom 	<input type="checkbox"/> PPAT

<p><u>Performances</u></p> <p>a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p> <p>d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.</p> <p>e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p> <p>f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p>	<ul style="list-style-type: none"> • reading diagnostics tutoring reflection • Lesson plans involving collaboration between colleagues and students 	
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<p>g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p> <p><u>Essential Knowledge</u></p> <p>a) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>b) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>c) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p> <p><u>Critical Dispositions</u></p>		
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<p>a) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>b) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>c) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <p>d) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>e) The teacher is a thoughtful and responsive listener and observer.</p>		
<p><u>Standard #4: Content Knowledge</u></p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.</p> <p><u>Performances</u></p> <p>a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</p>	<ul style="list-style-type: none"> • OSAT scores • GPA in courses required for the candidate's major (for secondary and P-12 majors only) • Research Paper • Barrier Exam in Music Education 	<p><input type="checkbox"/> PPAT</p>

<p>b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p>e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</p> <p>f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p> <p><u>Essential Knowledge</u></p> <p>a) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</p>		
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<p>b) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.</p> <p>c) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</p> <p>d) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.</p> <p><u>Critical Dispositions</u></p> <p>a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p> <p>d) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p>		
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<p><u>Standard #5: Application of Content</u></p> <p>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.</p> <p><u>Performances</u></p> <p>a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p> <p>b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>c) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.</p> <p>d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p>	<ul style="list-style-type: none"> • lesson plans that include the following to address local and global issues <ul style="list-style-type: none"> ○ field trips ○ virtual field trips ○ job interviews ○ career day ○ how an area in the world is being affected by a change here • career presentations associated with educational requirements and how these careers affect and are affected at the local and global level that might include: <ul style="list-style-type: none"> ○ charts ○ PowerPoints ○ Web Searches 	<p>□ PPAT</p>
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<p>e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>g) The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>h) The teacher develops and implements supports for learner literacy development across content areas.</p> <p><u>Essential Knowledge</u></p> <p>a) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>b) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p>		
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<p>c) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p>e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>f) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>g) The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>h) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into curriculum. <u>Critical Dispositions</u></p> <p>a) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</p> <p>b) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p>		
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<p>c) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>		
<p><u>Standard #6: Assessment</u></p> <p>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.</p> <p><u>Performances</u></p> <p>a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p> <p>d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p>	<ul style="list-style-type: none"> • Copy of the candidate’s interpretation of a standardized test • Scores from a class test with a plan of instruction for this diverse class • Informal reading inventory reflection • Unit plans with a variety of assessments • Lesson plans • Assessment project (develops the formative and summative assessment with adaptations) 	<p>□ PPAT</p>

- f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
- h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge

- a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- b) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

<p>c) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>d) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>f) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>g) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p><u>Critical Dispositions</u></p> <p>a) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.</p> <p>b) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>c) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</p>		
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<p><u>Standard #7: Planning for Instruction</u></p> <p>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.</p> <p><u>Performances</u></p> <p>a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.</p>	<ul style="list-style-type: none"> • Unit plans • Cooperative learning lesson plans • Lesson plans demonstrating use of PASS with modifications for all students • Assessment plan in classroom management 	<p>□□</p> <p>□ PPAT</p>
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f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge

- a) The teacher understands content and content standards and how these are organized in the curriculum.
- b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- e) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- f) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- g) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Critical Dispositions

<p>a) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>b) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p> <p>c) The teacher takes professional responsibility to use short- and long- term planning as a means of assuring student learning.</p> <p>d) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>		
<p><u>Standard #8: Instructional Strategies</u></p> <p>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.</p> <p><u>Performances</u></p> <p>a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p>	<p><input type="checkbox"/> Unit plan or an Interdisciplinary Unit Plan emphasizing:</p> <ul style="list-style-type: none"> - A variety of instructional strategies - Teacher/student The utilization of the cognitive processes - Incorporation of oral, written, non-verbal, digital, and visual forms of communication Is vigilant about the diversity of learners 	<p><input type="checkbox"/> PPAT</p>

- d) The teacher varies his/her roles in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- f) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.
- g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Essential Knowledge

- a) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

- b)** The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- c)** The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- d)** The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- e)** The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- f)** The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Critical Dispositions

- a)** The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- b)** The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- c)** The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- d)** The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

<p><u>Standard #9: Professional Learning and Ethical Practice</u></p>	<p>☐ Communication Skills for Teachers Course: Scenario Response Papers</p>	<p>☐ PPAT</p>
<p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><u>Performances</u></p> <p>a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p> <p>b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p> <p>c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p> <p>d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p>	<ul style="list-style-type: none"> • Membership in a professional organization and evidence of attending professional meetings with a reaction paper to the meeting that emphasizes the importance of ongoing professional development and how these experiences impact the candidate as a professional teacher. • Diversity Class: Meeting the Professionals Presentation. • Secondary Music Methods: Write a reflection over the implementation of the music handbook created during Secondary Music Methods 	

<p>e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p>f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</p> <p><u>Essential Knowledge</u></p> <p>a) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>c) The teacher understands how personal identity, worldview, and experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>d) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional</p>		
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<p>using feedback from teacher evaluations and observations, data on learner performance, and school-and system-wide priorities.</p> <p><u>Critical Dispositions</u></p> <p>a) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p> <p>b) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> <p>c) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p> <p>The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>		
<p><u>Standard #10: Leadership and Collaboration</u></p> <p>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.</p> <p><u>Performances</u></p>	<ul style="list-style-type: none"> • Lesson plan with multiple methodologies with a reflective analysis that shows as having met the diverse needs of learners • Membership and /or leadership roles in campus / professional organizations • Evidence of collaboration with a professional in the development of a lesson plan 	<input type="checkbox"/> PPAT

<ul style="list-style-type: none"> a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning. b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being. f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. h) The teacher uses and generates meaningful research on education issues and policies. 	<p>that ensures learner growth (multiple assessments, field trips, etc.)</p>	
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<p>i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>j) The teacher advocates to meet the needs of learners, to strengthen the learning.</p> <p>k) The teacher take son leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p> <p><u>Essential Knowledge</u></p> <p>l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p> <p>o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p>		
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Critical Dispositions

- p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- s) The teacher takes responsibility for contributing to and advancing the profession.
- t) The teacher embraces the challenge of continuous improvement and change.

Appendix C

Rubrics for Assessing Artifacts Presented for the Second Portfolio Review

(The forms found on the following pages are representative, only.
Actual evaluation will occur online in Foliotek.)

Standard #1 Learner Development

The teacher candidate 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. Rubric:

Score	<p>Target = 3 Candidate artifact reflects comprehensive development of the standard. The artifact includes components that address learner growth and development in individual learning styles that reflect on developing appropriate learning experiences</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its references to learner growth and/or learning styles that reflect on appropriate learning experiences.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development using the components of learner growth and learning styles which do not demonstrate appropriate learning experiences.</p>
Title of artifact:	Comments:		

Standard #2 - Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. .

Rubric:

Score	<p>Target = 3 Candidate artifact reflects comprehensive development of the standard. The artifact includes components and addresses multiple methods of planning for individual learner differences, diverse student populations, inclusivity. High learner standards are attainable through the use of multiple teaching methods.</p>	<p>Acceptable = 2 Candidate artifact references the standard. The artifact is adequate in its development relating to planning for individual differences and diversity within the classroom; inclusivity and learner standards.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development in planning for individual differences and diversity within the classroom; inclusivity and learner standards</p>
Title of artifact:	Comments:		

Standard #3 Learning Environments

The teacher candidate 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.

Rubric:

Score	<p>Target = 3 Candidate artifact reflects comprehensive development of the standard. The artifact includes components that address individual and collaborative learning, social interaction active engagement and motivation.</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its development, referencing individual and collaborative learning, social interaction active engagement and motivation.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development in individual and collaborative learning, social interaction, active engagement and motivation.</p>
Title of artifact:	Comments:		

Standard #4 Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Rubric:

Score	Target = 3 Candidate artifact reflects comprehensive development of the standard. The artifact includes components that address inquiry and structures of the discipline. Learning experiences are structured to make the content accessible and meaningful.	Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its references to inquiry and structures of the discipline. The development of learning experiences references accessibility and meaningfulness.	Unacceptable = 1 Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development using the components of inquiry, structure of the discipline and lacks accessibility and meaningfulness.
Title of artifact:	Comments:		

Standard #5 Application of Content

The teacher candidate 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.

Rubric:

Score	<p>Target = 3 Candidate artifact reflects comprehensive development of the standard. The artifact includes components that demonstrate engaging learners in critical thinking, creativity, and collaborative problem that reflect on authentic local and global issues; addressing each major level to meet competency.</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its development relating to engaging learners in critical thinking, creativity, and collaborative problem that reflect on authentic local and global issues. The artifact provides reference to each major level.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development of engaging learners in critical thinking, creativity, and collaborative problem that reflect on authentic local and global issues.</p>
Title of artifact:	Comments:		

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. Rubric:

<p>Score</p>	<p>Target = 3 Candidate artifact reflects comprehensive development of the standard. The artifact includes components that demonstrate multiple methods of assessment (formative and summative) aligned to learning objectives that reflect on and addresses engaging learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Candidate also includes an element of quality use of technology in support of assessment practices. The artifact provides reference to and addresses each major level.</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its development relating to multiple methods of assessment (formative and summative) aligned to learning objectives that reflect on engaging learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Candidate also includes minimum use of technology in support of assessment practices. The artifact provides reference to each major level.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting within the standard. The artifact lacks cohesive development of engaging multiple methods of assessment (formative and summative) aligned to learning objectives that reflect on engaging learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Candidate also includes inadequate use of technology in support of assessment practices.</p>
<p>Title of artifact:</p>	<p>Comments:</p>		

Standard #7 – Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Rubric:

Score	Target = 3 Candidate artifact reflects comprehensive development of the standard. The artifact includes components that demonstrate understanding of content area, curriculum, cross-disciplinary skills, and pedagogy; addressing prior student knowledge and community context.	Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its development of understanding content area, curriculum, cross-disciplinary skills, and pedagogy; with reference to prior student knowledge and community context.	Unacceptable = 1 Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development using content area, curriculum, cross-disciplinary skills, and pedagogy; lacking content related to prior knowledge and community context.
Title of artifact:	Comments:		

Standard #8 – Instructional Strategies.

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

Rubric:

Score	Target = 3	Acceptable = 2	Unacceptable = 1
Title of artifact:	Comments:		

Standard #9 - Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Rubric:

Score	<p>Target = 3 Candidate artifact reflects comprehensive development of the standard. The artifact addresses and includes components that demonstrate evidence of professional learning, as well, as evidence of continual evaluation of candidate's practice and how his/her choices affect others (learners, families, other professionals, and the community). Candidate also includes evidence of adaptations made to practice that meet the needs of each learner.</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its development relating to components that demonstrate evidence of professional learning, as well, as evidence of continual evaluation of candidate's practice and how his/her choices affect others (learners, families, other professionals, and the community). Candidate also includes adequate evidence of adaptations made to practice that meet the needs of each learner. The artifact provides reference to each major level.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development of components that demonstrate evidence of professional learning, as well, as evidence of continual evaluation of candidate's practice and how his/her choices affect others (learners, families, other professionals, and the community). Candidate also includes inadequate evidence of adaptations made to practice that meet the needs of each learner.</p>
Title of artifact:	Comments:		

Standard #10 – Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Rubric:

Score	<p>Target = 3 Candidate artifact reflects comprehensive development of the standard. The artifact includes components and addresses multiple methods of planning that demonstrate understanding of 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.</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its development of understanding of 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.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development of understanding using 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.</p>
Title of artifact:	Comments:		

Appendix D
Plan of Improvement

The form on the next page will be used following any of the teacher candidate's portfolio reviews if the portfolio committee identifies deficiencies in the review process.

Plan of Improvement Oklahoma Panhandle State University Teacher Education Program

Semester FA _____ SP _____

Candidate Name _____ ID # _____
_____) _____
_____ Date

Teaching Area: _Elementary_____Music_____) Secondary (Subject

Weaknesses

Steps for Remediation

Date for follow-up assessment: _____

(Time and location of follow-up assessment determined by teacher candidate and supervising teacher or committee chair)

Teacher Candidate Signature & Date

Supervising Teacher or Committee Chair Signature & Date

(Teacher candidate signature signifies the receipt of this document, but not necessarily agreement)

Follow-up Assessment

This plan of improvement has been:

Fully accomplished
Partially accomplished
Not accomplished

Recommendation to Dean of Education following Plan of Improvement:

- Continuation in program**
- Additional Plan of Improvement**
- Dismissal from OPSU Teacher Education Program**

_____ Date _____

Teacher Candidate Signature Supervising Teacher or Committee Chair Signature
(Teacher candidate signature signifies the receipt of this document, but not necessarily agreement)

Appendix E

Rubrics Used for Final Portfolio Review

(The forms found on the following pages are representative, only.
Actual evaluation will occur online in Foliotek.)

Standard #1 Learner Design and implementation

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and design and implementation vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements design and implementation ally appropriate and challenging learning experiences. Rubric:

Score	<p>Target = 3 Candidate artifact reflects comprehensive design and implementation of the standard. The artifact includes components that address learner growth and design and implementation in individual learning styles that reflect on developing appropriate learning experiences</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its references to learner growth and/or learning styles that reflect on appropriate learning experiences.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting design and implementation within the standard. The artifact lacks cohesive design and implementation using the components of learner growth and learning styles which do not demonstrate appropriate learning experiences.</p>
Title of artifact:	Comments:		

Standard #2 - Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Rubric:

<p>Score</p>	<p>Target = 3 Candidate artifact reflects comprehensive design and implementation of the standard. The artifact includes components and addresses multiple methods of planning for individual learner differences, diverse student populations, inclusivity. High learner standards are attainable through the use of multiple teaching methods.</p>	<p>Acceptable = 2 Candidate artifact references the standard. The artifact is adequate in its design and implementation relating to planning for individual differences and diversity within the classroom; inclusivity and learner standards.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting design and implementation within the standard. The artifact lacks cohesive development in planning for individual differences and diversity within the classroom; inclusivity and learner standards</p>
<p>Title of artifact:</p>	<p>Comments:</p>		

Standard #3 Learning Environments

The teacher candidate 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. Rubric:

-

<p>Score</p>	<p>Target = 3 Candidate artifact reflects comprehensive design and implementation of the standard. The artifact includes components that address individual and collaborative learning, social interaction active engagement and motivation.</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its design and implementation, referencing individual and collaborative learning, social interaction active engagement and motivation.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting design and implementation within the standard. The artifact lacks cohesive development in individual and collaborative learning, social interaction, active engagement and motivation.</p>
<p>Title of artifact:</p>	<p>Comments:</p>		

Standard #4 Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Rubric:

Score	<p>Target = 3 Candidate artifact reflects comprehensive design and implementation of the standard. The artifact includes components that address inquiry and structures of the discipline. Learning experiences are structured to make the content accessible and meaningful.</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its references to inquiry and structures of the discipline. The design and implementation of learning experiences references accessibility and meaningfulness.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting design and implementation within the standard. The artifact lacks cohesive development using the components of inquiry, structure of the discipline and lacks accessibility and meaningfulness.</p>
Title of artifact:	Comments:		

-

Standard #5 Application of Content

The teacher candidate 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.

Rubric:

Score	<p>Target = 3 Candidate artifact reflects comprehensive design and implementation of the standard. The artifact includes components that demonstrate engaging learners in critical thinking, creativity, and collaborative problem that reflect on authentic local and global issues; addressing each major level to meet competency.</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its design and implementation relating to engaging learners in critical thinking, creativity, and collaborative problem that reflect on authentic local and global issues. The artifact provides reference to each major level.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting design and implementation within the standard. The artifact lacks cohesive design and implementation of engaging learners in critical thinking, creativity, and collaborative problem that reflect on authentic local and global issues.</p>
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Title of artifact:	Comments:
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Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Rubric:

<p>Score</p>	<p>Target = 3 Candidate artifact reflects comprehensive design and implementation of the standard. The artifact includes components that demonstrate multiple methods of assessment (formative and summative) aligned to learning objectives that reflect on and addresses engaging learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Candidate also includes an element of quality use of technology in support of assessment practices. The artifact provides reference to and addresses each major level.</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its design and implementation relating to multiple methods of assessment (formative and summative) aligned to learning objectives that reflect on engaging learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Candidate also includes minimum use of technology in support of assessment practices. The artifact provides reference to each major level.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting design and implementation within the standard. The artifact lacks cohesive design and implementation of engaging multiple methods of assessment (formative and summative) aligned to learning objectives that reflect on engaging learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Candidate also includes inadequate use of technology in support of assessment practices.</p>
<p>Title of artifact:</p>	<p>Comments:</p>		

Standard #7 – Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Rubric:

Score	<p>Target = 3 Candidate artifact reflects comprehensive design and implementation of the standard. The artifact includes components that demonstrate understanding of content area, curriculum, cross-disciplinary skills, and pedagogy; addressing prior student knowledge and community context.</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its design and implementation of understanding content area, curriculum, cross-disciplinary skills, and pedagogy; with reference to prior student knowledge and community context.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting design and implementation within the standard. The artifact lacks cohesive development using content area, curriculum, cross-disciplinary skills, and pedagogy; lacking content related to prior knowledge and community context.</p>
Title of artifact:	Comments:		

Standard #8 – Instructional Strategies.

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

Rubric:

Score	<p>Target = 3</p> <p>Candidate artifact reflects comprehensive design and implementation of the standard. The artifact includes components that addresses multiple methods of planning 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.</p>	<p>Acceptable = 2</p> <p>Candidate artifact reflects the standard. The artifact is adequate in its design and implementation 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.</p>	<p>Unacceptable = 1</p> <p>Candidate artifact is inadequate in reflecting design and implementation within the standard. The artifact lacks cohesive design and implementation using 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.</p>
Title of artifact:	Comments:		

Standard #9 - Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Rubric:

<p>Score</p>	<p>Target = 3 Candidate artifact reflects comprehensive design and implementation of the standard. The artifact addresses and includes components that demonstrate evidence of professional learning, as well, as evidence of continual evaluation of candidate's practice and how his/her choices affect others (learners, families, other professionals, and the community). Candidate also includes evidence of adaptations made to practice that meet the needs of each learner.</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its design and implementation relating to components that demonstrate evidence of professional learning, as well, as evidence of continual evaluation of candidate's practice and how his/her choices affect others (learners, families, other professionals, and the community). Candidate also includes adequate evidence of adaptations made to practice that meet the needs of each learner. The artifact provides</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting design and implementation within the standard. The artifact lacks cohesive design and implementation of components that demonstrate evidence of professional learning, as well, as evidence of continual evaluation of candidate's practice and how his/her choices affect others (learners, families, other professionals, and the community). Candidate also includes inadequate evidence of adaptations made to practice that meet the needs of each learner.</p>
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		reference to each major level.	
Title of artifact:	Comments:		

Standard #10 – Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Rubric:

<p>Score</p>	<p>Target = 3 Candidate artifact reflects comprehensive design and implementation of the standard. The artifact includes components and addresses multiple methods of planning that demonstrate understanding of 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.</p>	<p>Acceptable = 2 Candidate artifact reflects the standard. The artifact is adequate in its design and implementation of understanding of 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.</p>	<p>Unacceptable = 1 Candidate artifact is inadequate in reflecting design and implementation within the standard. The artifact lacks cohesive development of using 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.</p>
<p>Title of artifact:</p>	<p>Comments:</p>		

**Appendix
F**

Academic Honesty Statement

The following form will be completed as the candidate initiates his/her Foliotek account.

Academic Honesty Statement

The Oklahoma Panhandle State University General Catalog states, “Academic misconduct includes cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempts to engage in such acts.”

Anyone engaged in academic misconduct, as defined above, with relationship to the creation of a teacher candidate’s portfolio, will be removed from the OPSU Teacher Education Program and will receive failing grades in all currently enrolled “education” classes.

I have read and understand the Academic Honesty Policy. The material contained in this portfolio is my work. None of the artifacts were created by another individual. Where the item is a product of group work or collaboration, I have indicated that and have identified my contribution to the project.

For confidentiality purposes, any names of students have been changed or deleted. Where that was not possible (photos, video, etc.), I have secured the appropriate release forms.

I understand that this policy must be adhered to throughout the development of my portfolio.

Teacher Candidate Name _____
 Teacher Candidate Signature

—

Date _____

Appendix G

Permission to View Portfolio

The following form will be completed as the candidate initiates his/her Foliotek account.

Permission to View Portfolio

_____ I give permission to the Oklahoma Panhandle State University Teacher Education Program, the Oklahoma State Department of Education, the Office of Educational Quality and Accountability, the Council for the Accreditation of Educator Preparation, and all other national and state accreditation personnel to read and reprint, if necessary, the material found in this portfolio.

**Appendix
H**

***Oklahoma Panhandle State University Teacher Education Program
Professional Code of Ethics***

The following form will be completed as the candidate initiates his/her Foliotek account.

Oklahoma Panhandle State University
Teacher Education Program
Professional Code of Ethics

Oklahoma Panhandle State University (OPSU) is proud of its contributions to the education of Oklahoma's students and its leadership in the preparation of teachers. The OPSU Teacher Education Program (TEP) confirms this leadership. This warranty ensures those candidates who complete programs and their hiring school districts that all OPSU graduates can meet the expectations outlined in the Oklahoma General Teaching Competencies. OPSU believes that its candidates in the education programs should match its commitment to quality. Competent educators are fundamental to our national well-being. They provide our society with its great leaders and productive, concerned citizens so necessary to the vitality of our democracy.

All candidates seeking admission to TEP preparation are asked to sign the agreement below. Any behavior that violates OPSU's Professional Code of Ethics may put at risk a candidate's admission to or completion of the teacher preparation program. By signing this agreement, candidates demonstrate their commitment to become effective educators and contributing professionals in the global community.

The teacher candidate must strive to help each student realize his or her potential as a worthy and effective member of society. The candidate must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to students, I, the undersigned,

1. Shall support students in independent action in the pursuit of learning;
2. Shall provide students with reasonable access to varying points of view;
3. Shall refrain from deliberately suppressing or distorting subject matter;
4. Shall make reasonable efforts to protect students from conditions harmful to learning or to health and safety;
5. Shall refrain from intentionally exposing students to embarrassment or ridicule;
6. Shall fairly and without bias regarding ethnicity, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, sexual orientation, or socioeconomic status
 - a. Encourage students' participation in any program
 - b. Provide benefits to all students, and
 - c. Offer opportunities to all students;
7. Shall refrain from imposing personal religious, cultural, or political views upon students;
8. Shall not use professional relationships with students for private advantage; and
9. Shall protect the students' rights to privacy and confidentiality unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

Appendix

Name

Signature

I

Application forms for

Admission to the OPSU Teacher Education Program

and for

Admission to the Professional Semester

These forms are available on-line at:

<http://www.opsu.edu/Academics/Education/?page=application>

Complete this form and bring it to the Education office by the first Monday following Fall Break or the last Friday prior to Spring Break of the respective semester. After this application form is processed, your name will be submitted to Foliotek to set up your online portfolio.

Foliotek will be sending you an e-mail (at your OPSU e-mail address) to activate your account. You will be required to activate your account and complete your first portfolio prior to your first review.

First Name Last Name

CWID # Date of Birth enter as m/d/yy

Certification Information

Elementary Music Secondary Secondary subject area

Personal Information

Current Address Current Phone

Current City Current State Current Zip

Permanent Address Permanent Phone

Permanent City Permanent State Permanent Zip

OPSU e-mail address

Personal e-mail address

Name of High School Date of HS Graduation (Month/Year)

Location of High School

City County State

Advisor If other:

Please enter the names of the three people to whom recommendation forms were given:

Name:

Name:

Name:

Please list previous experiences working with children or youth (i.e., Sunday School, summer camp, substitute teaching, etc.). You may submit a resume' with this application if desired.

You will need to put your name and ID# on the recommendation form, print three copies, and give them to the faculty from whom you are seeking recommendations.

Please print this form and sign it below. It must be turned in to the Education office by the first Monday following Fall Break or the last Friday prior to Spring Break of the respective semester.

Date

Signature _____

[Print Form](#)

Application for Admission to Internship (Student Teaching)

Completed applications must be turned into the Education Office, 123 Hamilton Hall, prior to the second Friday in February. **Applications will not be accepted after this date.** Internship assignment will be completed in full near the end of the spring semester prior to teaching internship. The Field Placement Director (FPD) will notify teaching Internship candidates of their placement in writing as soon as decisions are made.

Several important factors help to determine the placement of teaching interns such as: site and location of public school, distance from OPSU, cooperation of public school personnel, etc. The FPD will take placement preferences into consideration. However, the final decision regarding internship placement is at the discretion of the Dean of Education working through the FPD.

If, for any reason, you decide to withdraw from your teaching internship, please notify the field placement director as soon as possible. This will allow the FPD to notify the school in which you have been placed, so that they do not expect you. It also will help to maintain good relations with the schools, and make things easier if you intend to re-apply for teaching internship at a later date.

First Name Last Name

CWID # Proposed Semester of Internship: FA: SP:
Enter Year

Certification Information

Elementary Music Secondary Secondary subject area

Personal Information

Internship Address Internship Phone

Internship City Internship State Internship Zip

Permanent Address Permanent Phone

Permanent City Permanent State Permanent Zip

OPSU e-mail address

Personal e-mail address

Emergency Information

Contact Name Contact Phone

Contact Address Contact City Contact State Contact Zip

Do you anticipate working part-time during your Internship? Yes No

If yes, what type of work? Location Hrs. per wk.

Please enter the names of the three people to whom recommendation forms were given:

Name:

Name:

Name:

You will need to put your name and ID# on the recommendation form, print three copies, and give them to the faculty from whom you are seeking recommendations.

Placement Preferences:

List School Choice in Order of Preference:

List Grade Level Choice in Order of Preference:

1st Choice:

1st Choice:

2nd Choice:

2nd Choice:

3rd Choice:

3rd Choice:

List elementary, junior highs, and high schools which you attended or from which you graduated; colleges and universities attended, and any degrees earned.

Name of School	Location	Dates Attended	Diploma / Degree Earned i.e., (HS Diploma, AA Degree)

Please list the name, relationship, school, grade level, and teacher's name of all family members attending public schools, as well as all family member, and their position, who work in any area schools.

Name	Relationship	School	Position (if applicable)	Grade Level (if applicable)	Teachers' Name (if applicable)

Please discuss any additional factors that may affect your placement.

Remember, you will not be placed in an Internship in which you will teach a member of your family, nor one in which you will be supervised by a member of your family.

Have you passed your OSAT exam(s) Yes No If Yes, list the exams passed:

If No, please explain:

Please sign and submit to Education Office by the 2nd Friday in February. Your second portfolio review will take place the semester prior to your Internship.

Signature: _____ Date

If Other:

[Print Form](#)



SCHOOL OF EDUCATION



Teacher Education Program Recommendation for _____ ID# _____
 (applicant name)

Note on confidentiality: Applicants will not have access to their application records. Pursuant to the Family Rights and Privacy Act of 1974, these records are temporary. After the process is complete, these forms do not become part of the student's permanent educational record.

**Instructions: Please circle 3, 2, 1 or N/O for each statement.
 3 = Strongly Agree; 2 = Agree; 1 = Disagree; N/O = Not Observed.**

Demonstrates good work habits (good attendance, punctuality, time management, neat/orderly, develops goals and strong work ethic, values others' time, appropriate hygiene & dress)	3	2	1	N/O
Demonstrates a positive attitude and love of learning	3	2	1	N/O
Displays confidence in his/her own knowledge and skills	3	2	1	N/O
Honest and trustworthy	3	2	1	N/O
Self-reliant and demonstrates problem-solving behavior	3	2	1	N/O
Appreciates and shows empathy for the worth and diversity of all humans	3	2	1	N/O
Aware of ethical, political, social and environmental issues and obligations	3	2	1	N/O
Prepared for class	3	2	1	N/O
Submits completed, acceptable assignments	3	2	1	N/O
Participates in class discussions	3	2	1	N/O
Works cooperatively with peers	3	2	1	N/O
Demonstrates an appropriate level of energy to work with students	3	2	1	N/O
Communicates effectively--verbally	3	2	1	N/O
Communicates effectively--written	3	2	1	N/O
Respects authority	3	2	1	N/O
Shows ability and willingness to adapt to planned and unplanned aspects of teaching/learning	3	2	1	N/O
Speaks/Acts with forethought	3	2	1	N/O
Exhibits ability to work independently	3	2	1	N/O
Uses humor appropriately	3	2	1	N/O
Maintains self-control	3	2	1	N/O
Accepts and acts upon constructive criticism	3	2	1	N/O
Takes the initiative to do more than minimal requirements	3	2	1	N/O
Seeks help when failing to understand	3	2	1	N/O
Manifests qualities appropriate to work with public school students	3	2	1	N/O

In what capacity do you know the applicant? _____ Advisee _____ Instructor

If you have taught the applicant, please list courses taught. _____

Please answer the appropriate question below:

Do you recommend this candidate be accepted for Admission to the Teacher Education Program? ___ Yes ___ No

Do you recommend this candidate be accepted for the Internship? ___ Yes ___ No

 Signature of Evaluator

 Name of Department

 Date

Return to: Ms. Delilah Henderson, Field Placement Director HMH 122A 349-1414 delilah.henderson@opsu.edu