

Southwestern Christian University



SOUTHWESTERN CHRISTIAN
U N I V E R S I T Y

Scholarship • Spirit • Service

Teacher Education Handbook

Department of Education

Teacher Education

Office: LLC 241

2020-2021

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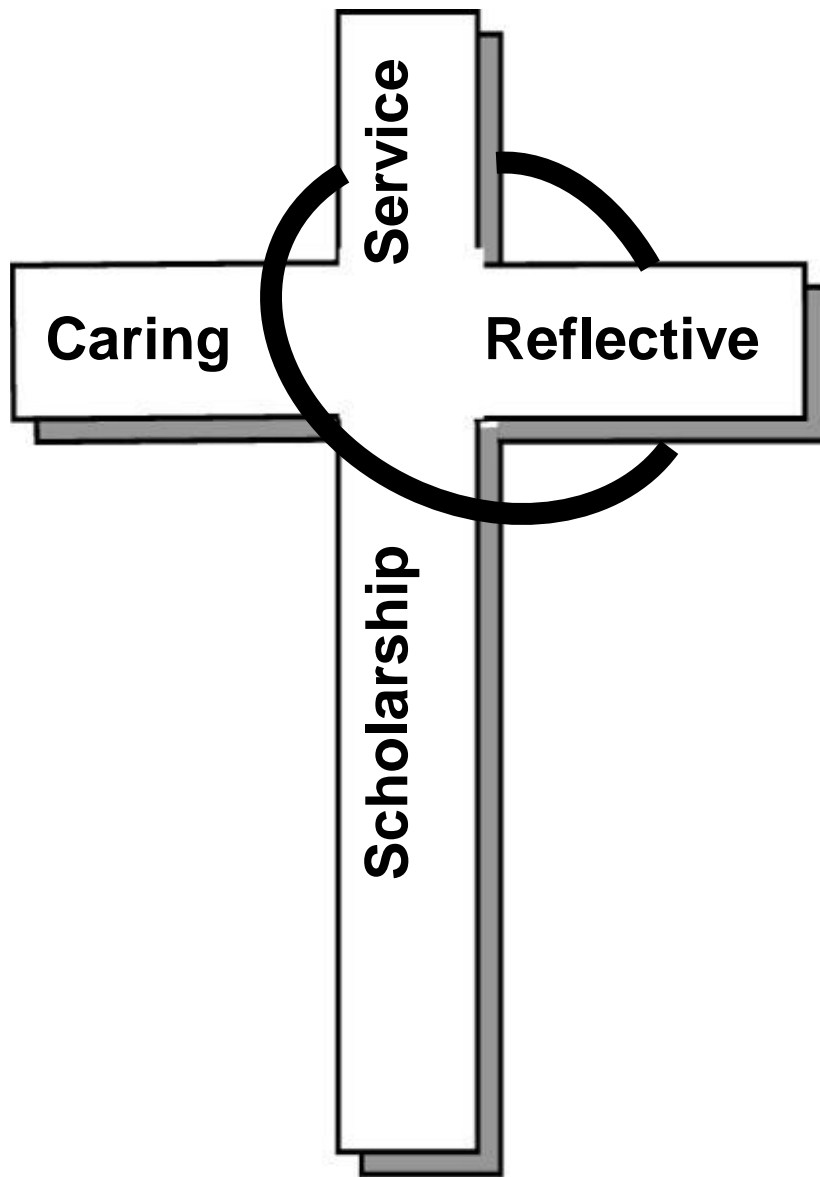
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SCU Teacher Education Conceptual Framework Model



Purpose of Handbook

The purpose of this Handbook is to present an overview of the requirements, policies, and program elements of the Southwestern Christian University teacher certification programs. Criteria and procedures for admission into a teacher preparation program, co-curricular requirements, policies, and details about clinical practice assignments, and teacher licensing procedures are reviewed here.

Welcome: Becoming a Teacher!

Becoming a teacher proves to be a challenging as well as rewarding experience. As the landscape of public education continues to change, Southwestern Christian University is committed to preparing highly qualified, reflective teachers who are morally, ethically, and spiritually sound. Each program of study couples content knowledge with pedagogical research and theory to equip teacher candidates with the skills necessary to teach diverse learners.

SCU maintains a commitment to prepare candidates to become professional teachers by promoting the knowledge, skills and dispositions needed to be caring, reflective, service-oriented, and scholarly educators. The goal of the Teacher Education Program is to develop competent and skilled teachers who are life-long learners. By linking clinical practice with coursework, teacher candidates gain hands-on experience to impact student learners as well as impact the community as a whole.

SCU's Educator Preparation Program (EPP) is accredited through the Office of Educational Quality and Accountability (OEQA). In addition to completing degree requirements, teacher candidates must be accepted into the Department of Education, successfully pass state certification exams, and complete a semester of clinical internship. Becoming a teacher requires many hours of preparation and field experience as well as full commitment.

You are fortunate to be trained by qualified faculty who can provide meaningful insight and guidance concerning the teaching profession. Education faculty members not only possess credentials to teach content and education courses, but they also maintain teaching certification in their respective fields and possess PK-12 teaching experience.

We congratulate and applaud you on your decision to enter this noble profession. We look forward to working with you as you prepare to share your many talents and heart with future PK-12 students. The Department of Education is located in LLC 241. Please do not hesitate to contact the Chair with questions concerning teaching degrees.

We look forward to working with you.

Sincerely,

Dr. Ira Harris
Department of Education, Chair
Teacher Education, Director
Teacher Education Council, Chair

Letter from the Vice President of Academic Affairs

Dear Teacher Education Candidate,

Congratulations on your decision to pursue a degree in teacher education at SCU. Teaching is a noble profession. As a professional educator you have an opportunity those in many other professions are not able to claim-the ability to improve the world through assisting children, young people, their families and the surrounding community. As a teacher, you will also have the responsibility of ensuring the academic achievement and overall development of the children whose care is entrusted to you. It is hard to find a professional community with more dedicated and talented people than the professional education community.

Our teacher education unit includes dedicated faculty eager to assist you in accomplishing your goal. It makes us proud to see first-hand many talented and dedicated colleagues who model the qualities that will be expected of you as a professional educator. You will find yourself in the company of intelligent and interesting individuals from diverse backgrounds who care about you as a human being, take seriously your learning, and will challenge you to expand yourself intellectually and in other ways.

Our commitment is to ensure that you become a caring teacher, reflective professional, service leader, and a knowledgeable scholar as you commit to helping all children learn. This handbook has been developed to help guide you in this process of becoming a quality teacher. Throughout the book you will notice that we refer to you as a teacher candidate as a constant reinforcement of the goal you seek to attain. There are certain benchmarks that must be met as you move through our teacher preparation program. We are here to assist you, but it is your responsibility to stay informed and meet the high expectations we have established for SCU graduates. To become an effective teacher, you must be committed to your learning, passionate about your profession, and dedicated to excellence. We believe that the personal attention and genuine concern our faculty and staff members demonstrate to candidates are hallmarks of our unit. I trust that you will experience these attributes in us and let us know what we can do to help you be successful. Again, congratulations on being a part of our community.

Sincerely,

Dr. Adrian Hinkle
Vice President of Academic Affairs

University Mission and Goals

Southwestern Christian University - Mission

Christ-centered liberal arts institution equipping students for a life of learning, leadership, and service; integrating faith, learning, and living; and empowering graduates to excel and to positively impact their work for Jesus Christ.

Southwestern Christian University Mission Statement

Helping students learn so that they may become productive, creative, ethical and engaged citizens.

Southwestern Christian University - Vision

Southwestern Christian University will be a life-transforming, world-class university of excellence.

Southwestern Christian University – Core Values

Scholarship - Scholarship at Southwestern Christian University is pursued from the perspective of a Biblical-Christian worldview. The integration of faith, learning and living is central to every academic discipline and is led by dedicated faculty members who are committed to academic excellence, the elevation of critical thinking skills, and personal, spiritual and intellectual growth. SCU is committed to:

- Holistic Christ-centered academic excellence
- Embracing change, diversity & emerging technologies to ensure relevance & the establishment of strategic & collaborative partnerships
- Research & inquiry in an assessment & data-driven academic culture
- Being an organization centered on lifelong learning, social skills & servant leadership development

Spirit - Southwestern Christian University is dedicated to cultivating a Spirit-led environment where students grow in their spiritual relationship with God and their interpersonal relationship with others. SCU is committed to:

- Building a Christ-centered community
- Honoring our Pentecostal Holiness heritage
- Respecting diversity and various Christian backgrounds
- A campus culture where His Spirit & school spirit are prevalent and powerful

Service - Southwestern Christian University is focused on serving both Christ and others. Through the development of servant-leadership, SCU empowers graduates for a life of learning, leadership and global impact. SCU is committed to:

- Developing and modeling servant leadership
- Fostering an environment of relevant social and self-awareness
- Ethics, respect, and integrity
- Instilling the value of stewardship in all aspects of life

Department of Education Vision and Mission

SCU Department of Education Vision

The vision of the SCU Teacher Education program focuses on developing effective teachers who can integrate faith and learning as they positively impact the lives of others.

SCU Department of Education Mission

The mission of SCU Teacher Education program is to develop and nurture competent and caring teachers who model Christ through a life of service and leadership; demonstrate an understanding of individual differences; and dedicate their efforts to the education and welfare of all students.

SCU Teacher Education Philosophy

Our overarching philosophy recognizes teaching as a critical conduit to foster the social, cultural, political, economic, and moral conditions that will improve individuals and society as a whole. Within the P-12 classroom, that end requires treating and educating all learners with **care** and dignity because they have been created in the image of God. Our primary example of one who embodies the characteristics of a master teacher is Christ himself, who exemplified these characteristics through His ministry as recorded in the Gospels. He engaged respectfully with those of different cultures and religious beliefs (John 4:3-42), was **reflective** and addressed holistically the needs of individuals (Mark 5:24-34), modified His instruction to challenge those who were intellectually gifted (John 3), valued children and held them in high regard (Mark 10:13-16), and welcomed the poor and disadvantaged (Luke 14:13-14). Christ also objected to unjust practices (Luke 11:42), taught with authority (Matthew 7: 29), and recognized the individual responsibility of His students (Mark 10:17-23). Christ's overall teaching reflects a genuine concern for individual learners, varying His approach according to their prior knowledge and contexts (Luke 15). His teaching in Matthew 25 reminds Christian educators that when they **serve** each student, they serve Christ himself.

With the belief that candidates can best assimilate the competencies of a master teacher through the pursuit of **scholarly** endeavors and authentic experiences, the EPP seeks to construct a collaborative learning experience. By engaging teacher education faculty and the P-12 classroom teachers, the EPP has designed a teacher education preparation that provides integrated clinical practices throughout the candidate's program. Through this experience, we strive to develop educators who model the master teacher characteristics of Christ as they exhibit **caring** through empathic concern and social awareness and who routinely **reflect** on their teaching practices to ensure that they fully prepare their students for a life of learning.

SCU Teacher Education Purpose

The purpose of the SCU Teacher Education program is to facilitate the development of highly effective teachers who are life-long **reflective** professionals committed to the learning of all students with a focus on **scholarship** through extensive and integrated clinical practice, student-centered education, current research and best practices;

standards-based curriculum and dynamic assessment; and interdisciplinary knowledge and curriculum.

Teacher quality is the most important schooling factor influencing student achievement (Goldhaber, Liddle, Theobald, 2013). The purpose of the SCU Teacher Education Program is to ensure that its graduates have a broad knowledge base, a firm grounding in professional education, a strong competency in the teacher candidate's area of specialization, a commitment to **service**, and an integrated clinical practice throughout the program. Furthermore, the program will prepare teachers who apply knowledge of subject matter, teaching and learning, and the learner to make appropriate decisions regarding students, curriculum, and instructional strategies. The program will encourage the development of educational practitioners who **care** about learning and learners as they engage in **reflection** leading to life-long **scholarship** through professional growth and commitment to their schools and communities.

SCU Teacher Education Goals/Organizational Standards

SCU's teacher education standards are designed to ensure that teacher candidates develop a strong foundation in the liberal arts, a sound knowledge of their discipline, and an understanding of how students learn and develop. Teacher candidates are encouraged to explore, reflect, analyze, and think critically as they develop curriculum and appropriate assessment procedures with awareness of different learning styles. As they strive to create a positive classroom environment that facilitates learning and partnerships with the home, school, and community through a reasonable mastery of communication skills. It was decided by the SCU Teacher Education Council to adopt the InTASC Standards. Based on research and a solid knowledge base, the InTASC Standards will serve as the practical application for our SCU Conceptual Framework.

Accreditation Status

Accreditation and Program Approval

Southwestern Christian University's Teacher Education has received accreditation from the Office of Educational Quality and Accountability (OEQA) for English Education, History Education, Physical Education, Elementary Education, and Early Childhood Development Education.

SCU has been approved to offer degree programs for the following areas:

Department of Education

Name of Program	Degree Awarded	Where Housed	Structure for Oversight
English Education	B.A. Ed	Dept. Language Arts	Teacher Ed. Council
History Education	B.S. Ed.	Dept. History	Teacher Ed. Council
Physical Education/Health/Safety	B.S. Ed.	Dept. of Education	Teacher Ed. Council
Elementary Education	B.S. Ed.	Dept. of Education	Teacher Ed. Council
Early Childhood Development Education	B.S. Ed.	Dept. of Education	Teacher Ed. Council

Education Degree Plans

Institution: Southwestern Christian University
Degree: Bachelor of Arts – B.A.
Program: English
Major: English Education

Student: _____
Date: _____

B.A. IN ENGLISH EDUCATION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
POLI 1113	American Federal Government	3		
HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
MATH 1000-4000	Any math course	3		
Science 1000-4000	Any natural science with lab	4		
Science 1000-4000	Any science without lab	3		
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3003	Christian Beliefs	3		
SPCH 1113	Introduction to Public Communication	3		
* ENGL 2403	Foundations of Linguistics	3		
* PSYC 1113	General Psychology	3		
Elective	Any 1000-4000 ECON, FINC, GEOG, HIST, HPSM, PHIL, POLI, PSYC, SOCL course	3		
* ENGL 2423	Foundations of Language Teaching	3		
Total General Education Credit Hours		52		
Major Core				
* ENGL 2033	Creative Writing	3		
* ENGL 3333	English Literature I	3		
* ENGL 3353	English Literature II	3		
* ENGL 3423	American Literature I	3		
* ENGL 3523	American Literature II	3		
* ENGL 3603	Advanced Grammar	3		
* ENGL 3663	World Literature	3		
* ENGL 4313	Studies in Shakespeare	3		
* ENGL 3213	Expository and Visual Rhetoric	3		
* ENGL 4013	Research and Report Writing	3		
* ENGL 4223	Research Methods for Language Arts	3		
* ENGL 4993	Senior Thesis - Capstone	3		
Total Major Core Credit Hours		36		
Professional Teacher Education				
EDUC 2000	Foundations in Education Clinical Practice	0		
* EDUC 2113	Foundations in Education (with EDUC 2000)	3		
* EDUC 2301	Introduction to Education	1		
EDUC 3000	Educational Technology Clinical Practice	0		
* EDUC 3202	Educational Technology (with EDUC 3000)	2		
EDUC 4000	Assessment and Evaluation Clinical Practice	0		
* EDUC 4232	Assessment and Evaluation (with EDUC 4000)	2		
* EDUC 4812	Classroom Strategies (with EDUC 4815 and 4825)	2		
* EDUC 4815	Teaching Clinical Internship I	5		
* EDCU 4825	Teaching Clinical Internship II	5		
ENGL 4000	Methods of Teaching English Clinical Practice	0		

* EDUC 4103	Methods of Teaching (with ENGL 4000)	3		
* PSYC 3123	Educational Psychology	3		
* PSYC 3213	Child and Adolescent Psychology	3		
* PSYC 3243	Psychology of the Exceptional Child	3		
Total Professional Teacher Education Credit Hours		32		
Total B.A. in English Education Program Credit Hours		120^		
* Grade of "C" or better.				
^ Overall GPA must be 2.75 or better.				

Minimum Graduation Requirements

1. Overall GPA in all college course work a minimum of 2.75
2. In courses in English Composition, Professional Education, and area of specialization (major) a minimum of "C"
3. Proficiency in foreign language a minimum of Novice 4 level

Objective

The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with InTASC Standards and the National Council of Teachers of English (NCTE) professional recommendations.

Mission

The English Education program at SCU seeks that each candidate becomes a transformed thinker influencing their world for Christ. The program will provide a sound academic foundation in written communication, in-depth comprehension, and critical thinking skills from a Christian perspective to equip the candidate to be productive and successful in educating secondary students. Christian behaviors and perspective will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter.

Institution: Southwestern Christian University
Degree: Bachelor of Science – B.S.
Program: History
Major: History Education

Student: _____
Date: _____

B.S. IN HISTORY EDUCATION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
* POLI 1113	American Federal Government	3		
* HIST 1483	U.S. History I	3		
* HIST 2113	Western Civilization I	3		
* ECON 2603	Economics for History	3		
* PSYC 1113	General Psychology	3		
MATH 1000-4000	Any math course	3		
Science 1000-4000	Any natural science with lab	4		
NSCI 1213	Physical Geography	3		
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3003	Christian Beliefs	3		
SPCH 1113	Introduction to Public Communication	3		
Total General Education Credit Hours		49		
Major Core				
* HIST1493	U.S. History II	3		
* HIST 2243	Western Civilization II	3		
* HIST 3013	Oklahoma History	3		
* HIST 3603	Historical Methods	3		
* HIST 3483	20th Century U.S. History	3		
* HIST 3143	Women's History in the U.S.	3		
* HIST 3403	British Colonial America	3		
* HIST 3433	The Antebellum South	3		
* HIST 4313	World War II	3		
* HIST 4513	The Cold War	3		
* HIST 4453	The Great Depression	3		
* HIST 4523	The Civil Rights Era	3		
* HIST 4153	Religious History of the U.S. - Capstone	3		
Total History Elective Credit Hours		39		
Professional Teacher Education				
EDUC 2000	Foundations in Education Clinical Practice	0		
* EDUC 2113	Foundations in Education(with EDUC 2000)	3		
* EDUC 2301	Introduction to Education	1		
EDUC 3000	Educational Technology Clinical Practice	0		
* EDUC 3202	Educational Technology (with EDUC 3000)	2		
EDUC 4000	Assessment and Evaluation Clinical Practice	0		
* EDUC 4232	Assessment and Evaluation (EDUC 4000)	2		
* PSYC 3213	Child and Adolescent Psychology	3		
* PSYC 3123	Educational Psychology	3		
* PSYC 3243	Psychology of the Exceptional Child	3		
HIST 4000	Methods of Teaching History Clinical Practice	0		

* HIST 4103	Methods of Teaching (with HIST 4000)	3		
* EDUC 4812	Classroom Strategies (with EDUC 4815 and 4825)	2		
* EDUC 4815	Teaching Clinical Internship I	5		
* EDUC 4825	Teaching Clinical Internship II	5		
Total Professional Teacher Education Credit Hours		32		
Total B.S. in History Education Program Credit Hours		120^		
* Grade of "C" or better.				
^ Overall GPA must be 2.75 or better				

Minimum Graduation Requirements

1. Overall GPA in all college coursework a minimum 2.75.
2. In courses of English Composition, Professional Education, and area of specialization (major) a minimum of "C."
3. Proficiency in foreign language a minimum of Novice 4 level.

Objective

The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with InTASC Standards and National Council for the Social Studies (NCSS) professional recommendations.

Mission

The History Education program at SCU seeks that each candidate becomes a transformed thinker influencing their world for Christ. The program will provide a sound academic foundation in written communication, in-depth comprehension, and critical thinking skills from a Christian perspective to equip the candidate to be productive and successful in educating secondary students. Christian behaviors and perspectives will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter.

Institution: Southwestern Christian University
Degree: Bachelor of Science – B.S.
Program: Education
Major: Physical Education, Health and Safety

Student: _____
Date: _____

B.S. IN PHYSICAL EDUCATION, HEALTH AND SAFETY DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
POLI 1113	American Federal Government	3		
HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
MATH 1000-4000	Any math course	3		
Science 1000-4000	Any natural science with lab	4		
Science 1000-4000	Any science without lab	3		
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3003	Christian Beliefs	3		
SPCH 1113	Introduction to Public Communication	3		
HIST 2113 or HIST 2213	Western Civilization I or II	3		
* PSYC 1113	General Psychology	3		
HPSM 2212	Lifetime Wellness	2		
Elective	Any 1000-4000 ECON, FINC, GEOG, HIST, HPSM, PHIL, POLI, PSYC, SOCL course	3		
Total General Education Credit Hours		51		
Major Core				
* HPSM 2422	1st Aid CPR and Safety and lab	2		
* HPSM 3113	Care and Prevention of Athletic Injuries	3		
* HPSM 3123	Adapted Physical Education	3		
* HPSM 3313	Techniques of Teaching Team Sports	3		
* HPSM 3423	School Health/Safety Curriculum: K-12	3		
* HPSM 3803	Motor Learning	3		
* HPSM 3813	Applied Human Anatomy and Physiology	3		
* HPSM 3811	Motor Skills #1 Striking	1		
* HPSM 3821	Motor Skills #2 Kicking	1		
* HPSM 3831	Motor Skills #3 Throwing	1		
* HPSM 3841	Fitness Assessment & Exercise Prescription I	1		
* HPSM 3851	Fitness Assessment & Exercise Prescription II	1		
* EDUC 4103	Methods of Teaching	3		
* HPSM 4213	Kinesiology	3		
* HPSM 4323	Christianity, Culture and Sport - Capstone	3		
* HPSM 4533	Exercise Physiology	3		
Total Major Core Credit Hours		37		
Professional Teacher Education				
EDUC 2000	Foundations in Education Clinical Practice	0		
* EDUC 2113	Foundations in Education (with EDUC 2000)	3		
* EDUC 2301	Introduction to Education	1		
EDUC 3000	Educational Technology Clinical Practice	0		
* EDUC 3202	Educational Technology (with EDUC 3000)	2		
EDUC 4000	Assessment and Evaluation Clinical Practice	0		
EDUC 4232	Assessment and Evaluation	2		
* EDUC 4812	Classroom Strategies	2		
* EDUC 4815	Teaching Clinical Internship I	5		
* EDCU 4825	Teaching Clinical Internship II	5		

HPSM 4000		Methods of Teaching Elem P.E. Clinical Practice	0		
*	HPSM 4433	Methods of Teaching Elem P.E. (with HPSM 4000)	3		
*	PSYC 3123	Educational Psychology	3		
*	PSCY 3143	Psychology of the Exceptional Child	3		
*	PSYC 3213	Child and Adolescent Psychology	3		
Total Professional Teacher Education Credit Hours			32		
Total P.E., Health and Safety Program Credit Hours			120^		
*	Grade of "C" or better.				
^	Overall GPA must be 2.75 or better.				

Minimum Graduation Requirements

1. Overall GPA in all college coursework a minimum 2.75.
2. In courses of English Composition, Professional Education, and area of specialization (major) a minimum of "C."
3. Proficiency in foreign language a minimum of Novice 4 level.

Objective

The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with InTASC Standards and National Association for Sport and Physical Education (NASP) professional recommendations.

Mission

The Physical Education program at SCU seeks that each candidate becomes a transformed thinker influencing their world for Christ. The program will provide a sound academic foundation in written communication, in-depth comprehension, and critical thinking skills from a Christian perspective to equip the candidate to be productive and successful in educating secondary students. Christian behaviors and perspectives will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter.

Institution: Southwestern Christian University
Degree: Bachelor of Science – B.S.
Program: Education
Major: Elementary Education

Student: _____
Date: _____

B.S. IN ELEMENTARY EDUCATION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
* UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
* HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
* HPSM 2212	Lifetime Wellness	2		
* MATH 1513	College Algebra	3		
* POLI 1113	American Federal Government	3		
* BIOL 1113	Biological Science	3		
* BIOL 1111	Biological Science Lab	1		
* PSYC 1113	General Psychology	3		
*HIST 2113 or HIST 2243	Western Civilization or Western Civilization II	3		
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3003	Christian Beliefs	3		
Total General Education Credit Hours		42		
Major Support Courses				
English – 6 hours				
* SPCH 1113	Introduction to Public Communication	3		
* ENGL 3413	Second Language & Culture Acquisition	3		
Mathematics – 9 hours				
* MATH 2403	Structures of Math	3		
* MATH 2413	Foundations of Geometry and Measurement	3		
* MATH 2423	Analysis of Data and Chance	3		
Sciences – 6 hours				
* NSCI 1213	Physical Geography	3		
* Elective	Any Science 1000-4000 without lab	3		
Social Sciences – 6 hours				
* SOCL 1113	Introduction to Sociology	3		
* PSYC 3123	Educational Psychology	3		
Total Major Support Credit Hours		27		
Major Core				
* ECDV 3123	Home, School and Community	3		
* ELED 3803	Intermediate Reading	3		
* ELED 3823	Methods of Teaching Elementary Visual and Performing Arts	3		
* ELED 4803	Methods of Teaching Reading in the Primary Grades (with ELED 4000)	3		
ELED 4000	Methods of Teaching Reading in the Primary Grades Clinical Practice	0		
* ECDV 3103	Health, Safety, and Nutrition	3		
* ELED 4823	Methods of Teaching Elementary Mathematics and Science	3		
* ELED 4833	Methods of Teaching Elementary Literature and Language Arts	3		
* ELED 4853	Methods of Teaching Elementary Social Studies and Cultural Awareness	3		
* PSCY 3143	Psychology of the Exceptional Child	3		

* PSYC 4113	Ethical Issues in the Helping Professions	3		
Total Major Core Credit Hours		30		
Professional Teacher Education				
EDUC 2000	Foundations in Education Clinical Practice	0		
* EDUC 2113	Foundations in Education (with EDUC 2000)	3		
* EDUC 2301	Introduction to Education	1		
EDUC 3000	Educational Technology Clinical Practice	0		
* EDUC 3202	Educational Technology (with EDUC 3000)	2		
EDUC 4000	Assessment and Intervention Practices Clinical Practice	0		
* ELED 4843	Assessment and Intervention Practices (with EDUC 4000)	3		
* EDUC 4812	Classroom Strategies (with EDUC 4815 and 4825)	2		
* EDUC 4815	Teaching Clinical Internship I	5		
* EDCU 4825	Teaching Clinical Internship II	5		
Total Professional Teacher Education Credit Hours		21		
Total B.S. in Elementary Education Program Credit Hours				
		120		
* Grade of "C" or better.				

Minimum Graduation Requirements

1. Overall GPA in all college coursework a minimum 2.75.
2. In courses of English Composition, Professional Education, and area of specialization (major) a minimum of "C."
3. Proficiency in foreign language a minimum of Novice 4 level.

Objective

The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with InTASC Standards and Association for Childhood Education International (ACEI) professional recommendations.

Mission

The Elementary Education program at SCU seeks that each candidate becomes a transformed thinker influencing their world for Christ. The program will provide a sound academic foundation in written communication, in-depth comprehension, and critical thinking skills from a Christian perspective to equip the candidate to be productive and successful in educating secondary students. Christian behaviors and perspectives will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter.

Institution: Southwestern Christian University
Degree: Bachelor of Science – B.S.
Program: Education
Major: Early Childhood Development

Student: _____
Date: _____

B.S. IN EARLY CHILDHOOD DEVELOPMENT EDUCATION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
* UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
* HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
* HPSM 2212	Lifetime Wellness	2		
* MATH 1513	College Algebra	3		
* POLI 1113	American Federal Government	3		
* BIOL 1113	Biological Science	3		
* BIOL 1111	Biological Science Lab	1		
* PSYC 1113	General Psychology	3		
* HIST 2113 or HIST 2243	Western Civilization I or Western Civilization II	3		
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3003	Christian Beliefs	3		
Total General Education Credit Hours		42		
Major Support Courses				
English – 6 hours				
* SPCH 1113	Introduction to Public Communication	3		
* ENGL 3413	Second Language & Culture Acquisition	3		
Mathematics – 9 hours				
* MATH 2403	Structures of Math	3		
* MATH 2413	Foundations of Geometry and Measurement	3		
* MATH 2423	Analysis of Data and Chance	3		
Sciences – 6 hours				
* NSCI 1213	Physical Geography	3		
* Elective	Any Science 1000-4000 without lab	3		
Social Sciences – 6 hours				
* SOCL 1113	Introduction to Sociology	3		
* PSYC 3123	Educational Psychology	3		
Total Major Support Credit Hours		27		
Major Core				
* ECDV 3103	Health, Safety and Nutrition	3		
* ECDV 3113	Introduction to Early Childhood Care and Education	3		
* ECDV 3123	Home, School and Community	3		
* ENGL 3403	Foundations of Linguistics	3		
* ECDV 4113	Early Childhood Curriculum Development	3		
* ECDV 4123	Integrated Curriculum Strategies	3		
* ECDV 4133	Methods of Teaching Creative Arts	3		
* ECDV 4143	Early Childhood Methods and Materials	3		
* ELED 4803	Methods of Teaching Reading in the Primary Grades (with ELED 4000)	3		
ELED 4000	Methods of Teaching Reading in the Primary Grades Clinical Practice	0		
* PSCY 3143	Psychology of the Exceptional Child	3		
Total Major Core Credit Hours		30		
Professional Teacher Education				
EDUC 2000	Foundations in Education Clinical Practice	0		

* EDUC 2113	Foundations in Education (with EDUC 2000)	3		
* EDUC 2301	Introduction to Education	1		
EDUC 3000	Educational Technology Clinical Practice	0		
* EDUC 3202	Educational Technology (with EDUC 3000)	2		
EDUC 4000	Assessment and Evaluation Clinical Practice	0		
* ELED 4843	Assessment and Intervention Practices (with EDUC 4000)	3		
* EDUC 4812	Classroom Strategies (with EDUC 4815 and 4825)	2		
* EDUC 4815	Teaching Clinical Internship I	5		
* EDCU 4825	Teaching Clinical Internship II	5		
Total Professional Teacher Education Credit Hours		21		
Total B.S. in Early Childhood Development Education Program Credit Hours		120		
* Grade of "C" or better.				

Minimum Graduation Requirements

1. Overall GPA in all college coursework a minimum 2.75.
2. In courses of English Composition, Professional Education, and area of specialization (major) a minimum of "C."
3. Proficiency in foreign language a minimum of Novice 4 level.

Objective

The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with InTASC Standards and National Association for the Education of Young Children (NAEYC) professional recommendations.

Mission

The Early Childhood Development Education program at SCU seeks that each candidate becomes a transformed thinker influencing their world for Christ. The program will provide a sound academic foundation in written communication, in-depth comprehension, and critical thinking skills from a Christian perspective to equip the candidate to be productive and successful in educating secondary students. Christian behaviors and perspectives will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter.

Governance and Authority

The governance entity within Southwestern Christian University's administrative structure - which has responsibility for designing, approving, and continuously evaluating and developing teacher education programs - shall be called The SCU Teacher Education Council. The Dean of Academics is recognized by state agencies as having final authority in all matters governing teacher education programs at SCU. The SCU Teacher Education Council oversees the university's teacher education programs. The Dean has designated the Department of Education Chair to also chair the SCU Teacher Education Council. At this time, the Department of Education Chair also serves in the capacity of Director of Teacher Education.

SCU Teacher Education Council Members

- (1) Dean of Academics
- (4) Teacher Education faculty
- (2) Arts & Sciences faculty
- (2) Professional Studies faculty
- (2) SCU Administration/Support Services
- (1) Director Teacher Education
- (4) Program Graduates
- (10) *Undergraduate Students
- (8) Partner school administration and teachers
- (1) Business/community leaders

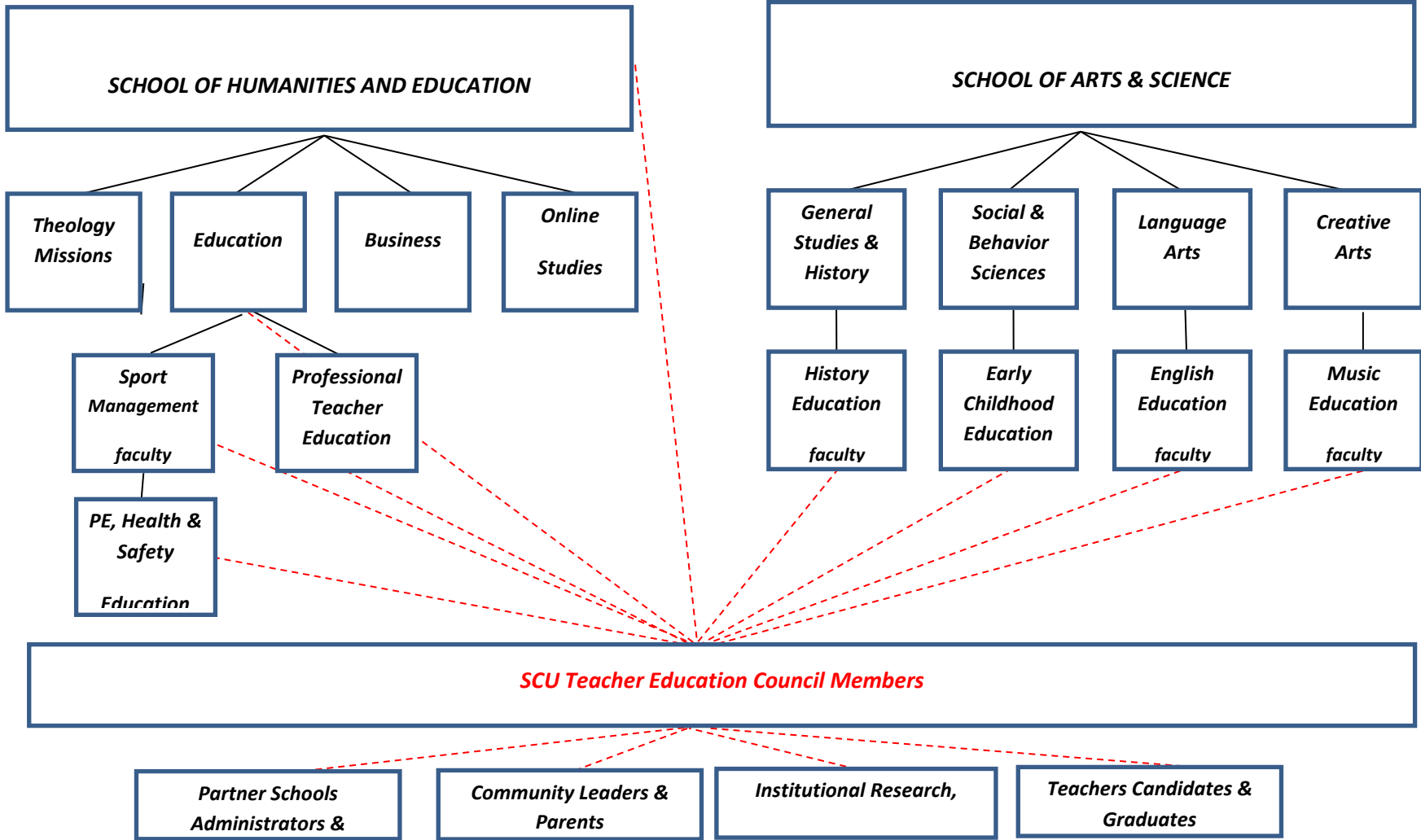
29 SCU Teacher Education Council members

The SCU Teacher Education Council serves as the central policy making body for all teacher-education programs. This central policy-making body also implements and monitors faculty development for Teacher Education.

Director of Teacher Education Responsibilities

1. Coordinate advising of teacher education candidate with program coordinators.
2. Coordinate and supervise the application and admission process.
3. Maintain permanent files for all teacher education candidates.
4. Communicate information regarding State Certification exams.
5. Act as a liaison with State Department of Education and the Oklahoma
6. Office of Educational Quality and Accountability (OEQA).
7. Represent SCU as a member with the OACTE (Oklahoma Association of Colleges of Teacher Education).
8. Coordinate and supervise recruiting for teacher education candidates.
9. Coordinate and supervise publicity for Teacher Education;
10. Chair the Teacher Education Faculty Committee.
11. Chair the SCU Teacher Education Council.
12. Place teacher candidates in clinical practice assignments with partner schools.

SCU Teacher Education Council



SCU Teacher Education Council Responsibilities

1. Regularly review all undergraduate teacher education programs relating to them to ensure that program goals are being met and that the teacher education EPP assessment plan is being implemented appropriately.
2. Review, coordinate and act as a clearing house for all curricular changes in Teacher Education.
3. Supervise the participation of the various departments in the undergraduate teacher education programs, review the courses and programs recommended by each, and establish administrative policy in such a way as to insure broad faculty participation.
4. Encourage the development of new programs and courses when the need for these becomes apparent. Proposals for new programs and courses must have the support of the departments concerned and must be submitted to the Curriculum Committee.
5. Periodically review the standards and recommendations of the professional and learned societies, and make any needed recommendations for change in the undergraduate teacher education programs.
6. Review and recommend to the faculty standards for admission to, continuation in, and exit from the undergraduate teacher education programs.
7. Process undergraduate student appeals in matters concerning admission, retention, and certification or general graduation requirements.
8. Implement and monitor faculty development for teacher education program improvement and accreditation requirements.
9. Meet at least once each academic semester.

SCU Teacher Education Council Subcommittees

The council has three subcommittees: the Admissions Committee, the Curriculum Committee and the Assessment Committee. The Council approves all candidates for admission to teacher education and admission to clinical internship (student teaching). In addition, all curriculum changes come to the Council for approval. In compliance with state accreditation standards, the assessment committee reviews for compliance with state policy. In all areas, the Council makes recommendations to the head of the EPP, the Dean of the School of Humanities and Education for final approval.

Admissions Committee

- a. Develop and monitor admissions, continuation, and exit procedures for teacher education program.
- b. Approve all applications into teacher education program and clinical internship.
- c. Hear all appeals and approve decisions.
- d. By majority vote approve all applicants

Curriculum Committee

- a. Oversight of curriculum planning and evaluation.

- b. Ensure curriculum continuity, such as making sure that what is taught in earlier courses is emphasized in the pedagogy courses and is also carried out in clinical internship.
- c. Monitor general education courses: Ensuring that general education students receive an adequate background in the liberal arts content needed to teach effectively in school settings.
- d. Major Courses: Ensuring that all majors' courses are well-planned sequences of courses and experiences that include content, pedagogical, and clinical knowledge necessary for professional competence in teaching or other professional education assignments.
- e. Evaluative data: Regularly monitoring evaluative data concerning the effectiveness of the program to ensure that program goals are being met and that the assessment plan is being implemented appropriately.

Assessment Committee

- a. Oversight of the collection and compilation of teacher education program data. The data needs to be connected to each program goal in order to determine progress in meeting the goals.
- b. Oversight of the collection and compilation of assessment data for each program.
- c. Evaluation of the reliability and validity of current assessment measures, including inter-rater reliability on key assignment rubrics and clinical evaluations and the validity of the clinical evaluation content mastery section.
- d. Implementation of the portfolio system in EDUC and content pedagogy courses. Oversight of faculty development relating to the use of the portfolio.

SCU Teacher Education Council Terms of Service

- 1. All teacher education faculty will be members of the Council as long as they are employed by the university.
- 2. All partner school members will serve for three years.
 - a. Partner school members will rotate membership to allow for participations by all partner schools.
- 3. SCU undergraduate and graduate members will serve for one year.
- 4. New member invitations will be extended by the full council and facilitated by the chair.

Appeals Process:

Any teacher education candidate who has a grievance or complaint with a decision regarding Teacher Education policy should first submit the grievance, in writing, to the Director of Teacher Education who then presents it to the Teacher Education Council. If the student feels the issue is not resolved satisfactorily, the process for appeal would be to the Dean of the School of Humanities and Education as the head of the EPP.

Teacher Education Faculty Committee

Role & Responsibilities

1. Meet regularly to review all processes, policies, and progress associated with the implementation of the teacher education program.
2. Review all documents associated with accreditation at both state and national levels.
3. Review and recommend all curricular changes prior to submission to the Teacher Education council.
4. Communicate teacher education policies, guidelines, and requirements to the broader university community.
5. Connect with partner schools to facilitate a connectedness with clinical faculty for formal and informal collaboration.
6. Promote awareness of the teacher education program and entrance requirements.
7. Identify areas for faculty development for teacher education program improvement and accreditation requirements.

Teacher Education Faculty

Teacher Education Faculty Designation

Full-time faculty members who teach courses in majors / programs that prepare teachers or those who teach courses within the professional education core are designated as teacher education faculty.

Teacher Education Faculty Development Plan

All teacher education faculty must show evidence of professional development annually. They must develop a plan which is reviewed by the SCU Teacher Education Council. Once approved, the plan is returned to the faculty member who then documents completion of the proposed activities at the end of the academic year.

Public School Service

State regulations require that teacher education faculty serve a minimum of ten (10) hours in a public school annually. These hours should be activities beyond those assigned as part of the faculty member's regular load.

State Guidelines For Faculty Professional Development

Oklahoma State Regents for Higher Education (OSRHE) requirements for teacher education faculty are grounded in the recommendation of the External Program Review committee that operated from 1992-1995. The committee's recommendation was as follows:

Recommendation 15

Increase the requirement that teacher education faculty members teach in public schools a minimum of 10 hours per year to keep faculty attuned to and cognizant of the reality of today's classrooms and schools.

Office of Educational Quality and Accountability (OEQA) state standards and requirements for joint CAEP/State team site visits include the following:

9. Faculty Professional Development

EPPs have an active system in place documenting and reporting the annual professional development activities of all teacher education faculty members.

All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact

SCU Teacher Education Conceptual Framework

Overview

The Conceptual Framework document provides a set of assumptions, expectations, knowledge, skills, and learning outcomes adopted by our program. This organizing framework shapes the structure of our program by providing a system for ensuring coherence among curriculum, instruction, field experiences, and assessment across a candidate's program (Karmon, 2007). The document, as well as the program itself, will be continuously reviewed, evaluated and modified to incorporate new knowledge and experience about best practices in education. Data collected from student assessments, student evaluations, recent graduates, and members of the professional community will be utilized to help make necessary modifications and improvements. SCU Teacher Education Council members take part in this continuous evaluation process through regular meetings of both the SCU Teacher Education Faculty and the SCU Teacher Education Council. As well, aspects of the SCU Conceptual Framework document will be included in the university catalog, on course syllabi, and on evaluation tools. In addition, the document will be available for review by members of the professional community and other interested individuals.

SCU Teacher Education Conceptual Framework Themes

The essence of our Christian mission is represented in our conceptual framework. This mission is also supported by a strong commitment to preparing competent, caring, reflective, and qualified educators. SCU emphasizes the integration of subject matter, clinical experiences, and pedagogical knowledge as demonstrated by caring actions, service in the field, and teaching skills. We believe the teacher is the orchestrator of the learning environment and has the responsibility to create a positive atmosphere for all students. This is reached through specific themes designed to provide a unique educational experience at SCU. The SCU teacher education program seeks to prepare effective educators who are caring, reflective, service-guided, and scholarly throughout their professional careers as they facilitate learning and model Christ.

The graduate emerging from the SCU teacher education program is:

CARING for all students and the belief that all can learn

REFLECTIVE On professional and personal practice

SERVICE-guided as a model of Christian character through leadership and involvement

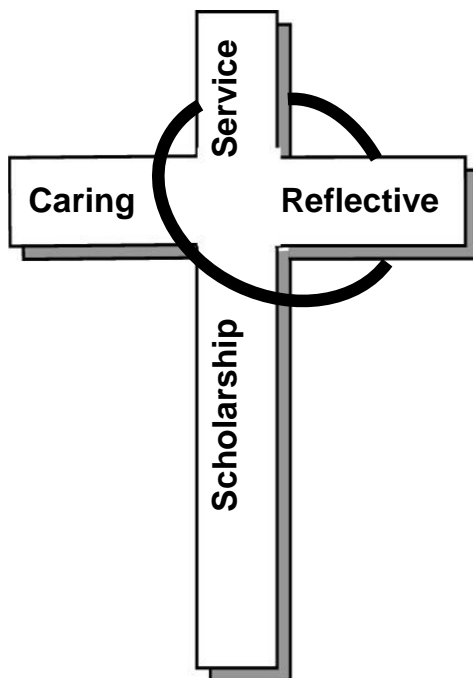
SCHOLARSHIP-minded in the pursuit of life-long learning

SCU Conceptual Framework Model

As we began to identify the themes associated with our Conceptual Framework, someone realized the CRSS arrangement. We immediately liked the acronym because it was a good match for our beliefs and the model was a natural out-flowing of our collaboration. There was discussion about finding an "O" word, however, we found ourselves trying to make something work and decided the CRoSS was the best choice and fully supported our shared vision for our teacher education program. So, the SCU Conceptual Framework Model includes the shape of the cross to remind of us of our

university mission and the themes are included on each part of the cross representing the need for each in our holistic approach to preparing future teachers. Our conceptual model encompasses the interrelatedness of each component in an effective teacher education program. By each component working together, the EPP promotes scholarship, service, reflection, and caring educators (Fig. 1).

Fig. 1



SCU Teacher Education Conceptual Framework Themes Alignment

During meetings in Spring 2013, the conceptual framework themes were aligned directly to the Oklahoma General Competencies for Teacher Licensure (Table 4.1b). Even though the Commission on Teacher Preparation provided an alignment chart for the Oklahoma General Competencies for Teacher Licensure and the InTASC (Table 4.1c), during the fall 2013 meetings it was decided it would be wiser to align the SCU Teacher Education Conceptual Framework themes to the Interstate Teacher Assessment and Support Consortium (InTASC) Standards released April 2011 (Table 4.1d). Since this is a newly created teacher education program, the faculty believed it would be easier to work with the newly adopted standards rather than to make future changes. This would allow for consistent thinking, planning, and incorporating as the process moved forward to build a solid foundation on which to develop all of the supporting documents, processes, and procedures. The themes will guide the EPP and the InTASC Standards will become the goals and objectives incorporated throughout the teacher education program.

SCU Conceptual Framework aligned to OK Gen. Competencies

	Oklahoma General Competencies for Teacher Licensure						
CONCEPTUAL FRAMEWORK THEMES	OK#1	OK #2, 3, 7	OK #4, 14, 15	OK#8	OK #5	OK #6, 10, 11	OK #9, 12, 13
Caring		X			X	X	
Reflective				X			X
Service			X			X	
Scholarship	X						X

Table 4.1c InTASC Standards aligned to Oklahoma Competencies

2011 InTASC Standards	Oklahoma Competencies
1	2,3
2	3
3	5, 6, 11
4	1
5	4, 6
6	8
7	7, 14
8	4, 6
9	9, 13, 15
10	10, 12

Table 4.1d SCU Conceptual Framework aligned to InTASC Standards

	InTASC Standards									
	Learner			Knowledge		Instructional Practice			Professional	
CONCEPTUAL FRAMEWORK THEMES	1. Development	2. Differences	3. Environments	4. Content	5. Application	6. Assessment	7. Planning	8. Strategies	9. Learning & Practice	10. Collaboration
Caring	X	X	X							
Reflective						X		X	X	

Service										X
Scholarship				X	X		X			

The SCU Conceptual Framework Themes have been cross aligned to InTASC Standards, Oklahoma General Competency Knowledge, and NCATE Standards (Fig. 4.5a) based on the alignment chart provided by the Commission on Teacher Preparation showing alignment of 2011 InTASC Standards, 1992 INTASC Standards, and the Oklahoma General Competencies for Teacher (see Fig. 4.1c).

SCU Conceptual Framework Themes/Standards

Overview

The goal of the SCU teacher education program is for graduates to be:

CARING for all students and the belief that all can learn

REFLECTIVE

On professional and personal practice

SERVICE-guided as a model of Christian character through leadership and involvement

SCHOLARSHIP-minded in the pursuit of life-long learning

1. **Caring** - for all students and the belief that all can learn:

Standards

- a. A caring 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 (InTASC Standard #1).
- b. A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard #2).
- c. A caring 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 (InTASC Standard #3).

Caring Teacher – a caring teacher understands how learners grow and develop and strives to create a learning environment that meets their holistic needs. Caring involves reaching out to all students, appreciating their differences, and building a positive community for achieving high standards.

For the Christian educator, caring for all students and the belief that all can learn is grounded ultimately in the character of God himself, learned through our engagement

with the teachings of Scripture, and demonstrated properly through a wise and humble spirit (Ephesians 4:32, New International Version). Christian teachers show care for their students by understanding how learners grow and meeting each individual's needs, understanding differences and caring about creating an inclusive environment, and working with others to ensure a positive educational experience for all.

2. **Reflective** - On professional and personal practice;

Standards

- a. A reflective 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 (InTASC Standard #6).
- b. A reflective 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 context (InTASC Standard #8).
- c. A reflective 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 (InTASC Standard #9).

Reflective Teacher - a reflective teacher continually evaluates the effects of his/her practices, choices and actions on others and who actively seeks opportunities to grow professionally. Reflection not only occurs during the technical aspects of teaching – such as planning, teaching, assessing, evaluating, and revising – but encompasses the decisions about how to engage learners, how to encourage learners to develop a deep understanding and how to guide the learner's decision making.

For the Christian educator, continually reflecting on the effects of their choices and actions on others is demonstrated through the teachings of Christ as a teacher. Even though the Bible doesn't use the term reflective, it does refer to insight, understanding and discretion when teaching (Proverbs 1:2 NIV). Reflective teaching does involve all three: insight into the effectiveness of our actions and their impact on others; understanding of how to engage and develop understanding in others; and discretion in evaluating what was most effective. Reflective teaching is an essential element in our efforts to model Christ and serve as Christian educators (Elliott, 1995).

3. **Service** - as a model of Christian character through leadership and involvement

Standards

- a. A service- guided 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 (InTASC Standard #10).

- b. A service-guided teacher seeks opportunities to be involved in the lives of others and regards the classroom as the ultimate opportunity to connect theory with practice as they serve students, teachers, administrators, and the community.

Service-guided Teacher – a service-guided teacher seeks first to serve others through leadership roles and recognizes the value of involvement; pursues collaborations with others, and serves in the P-12 environment in order to positively impact the lives of others.

As Christian educators, we believe service to others is doing whatever you do with all your heart (Colossians 3:23, NIV). Teacher preparation involves the whole person not just acquiring a head of knowledge, but also developing a heart of service. Serving others is as an integral part of our preparation program as we recognize the value in building relationships and working together to accomplish collaborative goals. Jesus stated "...but whoever wants to be first, must be slave of all" (Mark 10:44, NIV). In other words, the one who has responsibility for others' development is really a servant to everyone involved in that development.

4. **Scholarship** - in the pursuit of life-long learning

Standards

- a. A scholarly 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 the content (InTASC Standard #4).
- b. A scholarly 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 (InTASC Standard #5).
- c. A scholarly 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 (InTASC Standard #7).

Scholarly Teacher – a scholarly teacher must possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective. However, knowing is not enough, teachers must be able to connect concepts and apply them in an educational manner meeting the needs of all learners in the pursuit of life-long learning.

We are called to be scholarship-minded which is permeated within our Christian faith. We are committed to teaching, excellence, and scholarship "for gaining wisdom and instruction; for understanding words of insight; for receiving instruction in prudent

behavior, doing what is right and just and fair; ...– let the wise listen and add to their learning, and let the discerning get guidance” (Proverbs 1:1-5, NIV).

Conceptual Framework Impact

The Southwestern Christian University Department of Education Conceptual Framework guides our work as an EPP. It is consensus-based and provides the foundation for all we do. The SCU Conceptual Framework has encompassed the InTASC standards to address the fundamental issues of what our candidates need to know (critical knowledge), what they need to be able to do (skills/performances), what they value and how teachers do, in fact, act in practice (critical dispositions) (Council of Chief State School Officers, 2011). The EPP works to ensure that the programs and thus its teacher candidates are as knowledgeable of their field as possible. To that end the EPP has aligned its program with standards set forth by the Office of Educational Quality and Accountability (OEQA), the Interstate Teacher Assessment and Support Consortium (InTASC) (see Appendix B: InTASC Standards) and the Council for the Accreditation of Educator Preparation (CAEP). Our conceptual framework also supports the essence of our Christian mission by embracing a strong commitment to preparing teacher candidates who demonstrate caring for all students and the belief that all can learn; who reflect on professional and personal practice; who serve as a model of Christian character through leadership and involvement; and who pursue scholarship as an integral part of life-long learning.

Fig. 4.5a

SCU Dept. of Education Conceptual Framework Themes	InTASC Standards	CAEP Standards
I. Caring		
A	1	1.6
B	2	1.8, 1.2, 1.6, 1.7
C	3	1.6, 1.7
II Reflective		
A	6	1.3, 1.9
B	8	1.4, 1.6, 1.7
C	9	1.5, 1.9
III Service		
A	10	1.7, 1.8
B	10	1.7, 1.8
IV Scholarship		
A	4	1.1, 1.6, 1.7
B	5	1.2
C	7	1.4, 1.1, 1.8

The SCU Conceptual Framework Themes also address the universal educational themes represented in Fig. 4.5b. This chart shows where in the text of the InTASC standards certain key themes are referenced, demonstrating how they have been integrated throughout the InTASC Standards. In some instances, the key theme is not explicit but can be inferred. This chart is provided by the Council of Chief State School Officers. (2011, April).

Chart of Key Cross-Cutting Themes in Updated InTASC Standards

Fig. 4.5b

Theme	Critical Knowledge	Disposition	Performance
*Collaboration	3(g), 3(h), 3(i), 5(p), 10(f), 10(h)	1(k), 3(k), 3(l), 3(nm), 5(u), 5(v), 6(m), 7(l), 8(s), 9(l), 10(k), 10(l)	1(c), 3(a), 3(b), 3(d), 5(f), 6(b), 7(a), 8(b), 8(c), 9(a-c), 9(e), 10(a), 10(b), 10(c), 10(d)
*Communication	3(i), 3(j), 5(o), 6(j), 8(o)	3(o), 3(n), 6(o), 8(u)	3(b), 3(e), 5(e), 5(f), 6(c), 8(h), 8(i), 8(j), 10(e)
*Creativity/Innovation	5(k), 5(q), 8(l), 8(o)	3(m), 5(v)	5(d), 5(g), 5(h), 6(g), 8(k), 9(f)
*Critical thinking, problem solving	4(h), 5(j), 5(n), 6(k), 8(l), 8(n)	4(n), 5(s), 8(r)	4(b), 4(c), 5(a), 5(b), 5(d), 5(g), 5(h), 6(d), 8(f), 8(g), 8(k), 9(b)
Cultural competence	1(g), 2(i), 2(l), 2(m), 3(i), 4(k), 5(r), 7(f), 8(m)	3(n), 4(m), 5(v), 5(w), 7(f), 8(t), 9(m)	2(f), 3(e), 5(h), 9(c)
English language learners	1(g), 2(i), 2(k), 2(l), 6(l), 8(m)	2(q), 6(q)	2(f), 2(g), 6(f)
Families/Communities	2(l), 2(m), 10(g), 10(g)	1(k), 2(o), 7(l), 8(s), 9(m), 10(k)	1(c), 2(f), 8(c), 9(b), 10(a), 10(e)
Individual differences	1(d-g), 2(i), 2(j), 2(l), 2(m), 3(i), 4(i), 4(k), 6(h), 6(i), 6(l), 7(f-j), 8(m), 8(n), 9(h), 9(i), 9(j)	1(h), 1(i), 1(k), 2(n), 2(o), 2(p), 6(o), 6(r), 7(k), 7(n), 8(t), 8(w), 9(m)	1(a), 1(b), 2(a-f), 2(h), 3(c), 3(e), 4(a), 4(d), 6(c), 6(e), 6(f), 6(g), 7(b), 7(c), 8(a), 8(b), 8(d), 8(e), 9(e), 10(c)
Interdisciplinary themes	5(k)	5(s), 5(t)	5(a), 5(b), 5(e)
*Multiple perspectives	5(j), 5(k), 5(o), 9(i), 10(g)	3(n), 4(n), 5(t), 5(w)	2(f), 4(b), 5(a), 5(b), 5(e), 5(h)

Professional learning	6(h-l), 7(h), 7(i), 8(m), 8(p), 8(q), 9(g-k)	4(m), 4(n), 4(o), 5(s), 5(t), 6(p), 6(r), 8(t), 9(m), 9(n), 10(l), 10(m)	6(a), 6(b), 6(e), 6(g), 9(a-f), 10(c), 10(d)
Student-directed learning	3(f), 3(h), 5(n), 6(k)	3(k), 3(l), 3(m), 6(m), 10(k)	3(a), 3(b), 3(d), 5(d), 5(g), 6(d), 8(b), 8(c)
Teacher responsibility	9(j), 9(k), 10(i)	1(j), 4(m), 6(n), 6(r), 7(m), 9(l), 10(j), 10(l), 10(m)	3(b), 9(d), 9(e), 10(a-e)
*Technology	3(j), 5(l), 5(m), 7(h), 8(p), 8(q), 10(h)	8(u), 8(v)	5(c), 5(f), 6(g), 8(g), 9(b), 9(d), 10(e)
Use of data to support learning	5(l), 5(r), 6(h-j), 6(l), 8(n), 9(g), 9(h)	6(m-r), 7(n), 8(w), 9(l)	5(c), 5(f), 5(g), 5(h), 6(a-g), 7(c), 8(b), 8(d), 8(i), 9(a), 9(d), 9(g), 10(b), 10(c)

*Cross-disciplinary skills

The SCU Framework has adopted the InTASC Standards and the performances, essential knowledge, and dispositions as the objectives for the SCU Teacher Education Program.

SCU Conceptual Framework: Knowledge, Skills, and Dispositions

SCU Conceptual Framework Theme #1: Caring

SCU Standard #1a: Learner Development

SCU Competencies #1a: Knowledge, Skills (Performances) and Dispositions

KNOWLEDGE

1. 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 (InTASC, 1d).
2. 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 (InTASC, 1e).
3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others (InTASC, (f).
4. 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 (InTASC, 1g).

SKILLS (PERFORMANCES)

5. 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 (InTASC, 11a).

6. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning (InTASC, 11b).
7. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development (InTASC, 11c).

DISPOSITIONS

8. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development (InTASC, 11h).
9. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning (InTASC, 1i).
10. The teacher takes responsibility for promoting learners' growth and development (InTASC, 11j).
11. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development (InTASC, 11k).

SCU Conceptual Framework Theme #1: Caring

SCU Standard #1b: Learner Differences

SCU Competencies #1b: Knowledge, Skills (Performances) and Dispositions

KNOWLEDGE

1. 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 (InTASC, 2g).
2. 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 (InTASC, 2h).
3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition (InTASC, 2i).
4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values (InTASC, 2j).
5. 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 (InTASC, 2k).

SKILLS (PERFORMANCES)

6. 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 (InTASC, 2a).
7. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs (InTASC, 2b).
8. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings (InTASC, 2c).
9. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms (InTASC, 2d).

10. 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 (InTASC, 2e).
11. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs (InTASC, 2f).

DISPOSITIONS

12. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential (InTASC, 2l).
13. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests (InTASC, 2m).
14. The teacher makes learners feel valued and helps them learn to value each other (InTASC, 2n).
15. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning (InTASC, 2o).

SCU Conceptual Framework Theme #1: Caring

SCU Standard #1c: Learner Differences

SCU Competencies #1c: Knowledge, Skills (Performances) and Dispositions

KNOWLEDGE

1. 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 (InTASC, 3i).
2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals (InTASC, 3j).
3. 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 (InTASC, 3k).
4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments (InTASC, 3l).
5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways (InTASC, 3m).

SKILLS (PERFORMANCES)

6. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry (InTASC, 3a).
7. 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 (InTASC, 3b).
8. 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 (InTASC, 3c).
9. 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 (InTASC, 3d).
10. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments (InTASC, 3e).
11. 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 (InTASC, 3f).
12. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally (InTASC, 3g).
13. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills (InTASC, 3h).

DISPOSITIONS

14. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments (InTASC, 3n).
15. 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

(InTASC, 3o).

16. 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 (InTASC, 3p).
17. The teacher seeks to foster respectful communication among all members of the learning community (InTASC, 3q).
18. The teacher is a thoughtful and responsive listener and observer (InTASC, 3r).

SCU Conceptual Framework Theme #2: Reflective

SCU Standard #2a: Assessment

SCU Competencies #2a: Knowledge, Skills (Performances) and Dispositions

KNOWLEDGE

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each (InTASC, 6j).
2. 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 (InTASC, 6k).
3. 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 (InTASC, 6l).
4. 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 (InTASC, 6m).
5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback (InTASC, 6n).
6. The teacher knows when and how to evaluate and report learner progress against standards (InTASC, 6o).
7. 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 (InTASC, 6p).

SKILLS (PERFORMANCES)

8. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning (InTASC, 6a).
9. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results (InTASC, 6b).
10. The teacher works independently and collaboratively to examine tests and other performance data to understand each learner's progress and to guide planning (InTASC, 6c).
11. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work (InTASC, 6d).
12. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process (InTASC, 6e).
13. The teacher models and structures processes that guide learners in examining their

- own thinking and learning as well as the performance of others (InTASC, 6f).
14. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences (InTASC, 6g).
 15. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs (InTASC, 6h).
 16. 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 (InTASC, 6i).

DISPOSITIONS

17. 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 (InTASC, 6q).
18. The teacher takes responsibility for aligning instruction and assessment with learning goals (InTASC, 6r).
19. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress (InTASC, 6s).
20. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning (InTASC, 6t).
21. The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs (InTASC, 6u).
22. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth (InTASC, 6v).

SCU Conceptual Framework Theme #2: Reflective

SCU Standard #2b: Instructional Strategies

SCU Competencies #2b: Knowledge, Skills (Performances) and Dispositions

KNOWLEDGE

1. 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 (InTASC, 8j).
2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals (InTASC, 8k).
3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks (InTASC, 8l).
4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships (InTASC, 8m).
5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning (InTASC, 8n).
6. 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 (InTASC, 8o).

SKILLS (PERFORMANCES)

7. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners (InTASC, 8a).
8. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs (InTASC, 8b).
9. 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 (InTASC, 8c).
10. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners (InTASC, 8d).
11. 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 (InTASC, 8e).
12. The teacher engages all learners in developing higher order questioning skills and metacognitive processes (InTASC, 8f).
13. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information (InTASC, 8g).
14. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes (InTASC, 8h).
15. 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) (InTASC, 8i).

DISPOSITIONS

16. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction (InTASC, 8p).
17. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication (InTASC, 8q).
18. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning (InTASC, 8r).
19. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs (InTASC, 8s).

SCU Conceptual Framework Theme #2: Reflective

SCU Standard #2c: Professional Learning and Ethical Practice

SCU Competencies #2c: Knowledge, Skills (Performances) and Dispositions

KNOWLEDGE

1. 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 (InTASC, 9g).
2. The teacher knows how to use learner data to analyze practice and differentiate

instruction accordingly (InTASC, 9h).

3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others (InTASC, 9i).
4. 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 (InTASC, 9j).
5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities (InTASC, 9k).

SKILLS (PERFORMANCES)

6. 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 (InTASC, 9a).
7. 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 (InTASC, 9b).
8. 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 (InTASC, 9c).
9. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving (InTASC, 9d).
10. 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 (InTASC, 9e).
11. 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 (InTASC, 9f).

DISPOSITIONS

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice (InTASC, 9l).
2. 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 (InTASC, 9m).
3. 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 (InTASC, 9n).
4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy (InTASC, 9o).

SCU Conceptual Framework Theme #3: Service

SCU Standard #3a: Leadership and Collaboration

SCU Competencies: Knowledge, Skills (Performances) and Dispositions

KNOWLEDGE

1. 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 (InTASC, 10l).
2. 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 (InTASC, 10m).
3. 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 (InTASC, 10n).
4. The teacher knows how to contribute to a common culture that supports high expectations for student learning (InTASC, 10o).

SKILLS (PERFORMANCES)

5. 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 (InTASC, 10a).
6. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners (InTASC, 10b).
7. 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 (InTASC, 10c).
8. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement (InTASC, 10d).
9. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being (InTASC, 10e).
10. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice (InTASC, 10f).
11. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues (InTASC, 10g).
12. The teacher uses and generates meaningful research on education issues and policies (InTASC, 10h).
13. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles (InTASC, 10i).
14. The teacher advocates meeting the needs of learners, to strengthen the learning environment, and to enact system change (InTASC, 10j).
15. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession (InTASC, 10k).

DISPOSITIONS

16. 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 (InTASC, 10p).
17. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals (InTASC, 10q).
18. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (InTASC, 10r).
19. The teacher takes responsibility for contributing to and advancing the profession (InTASC, 10s).
20. The teacher embraces the challenge of continuous improvement and change (InTASC, 10t).

SCU Conceptual Framework Theme #4: Scholarship

SCU Standard #4a: Content Knowledge

SCU Competencies: Knowledge, Skills (Performances) and Dispositions

KNOWLEDGE

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches (InTASC, 4j).
2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding (InTASC, 4k).
3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners (InTASC, 4l).
4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge (InTASC, 4m).
5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches (InTASC, 4n).

SKILLS (PERFORMANCES)

6. 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 (InTASC, 4a).
7. 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 (InTASC, 4b).
8. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline (InTASC, 4c).
9. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences (InTASC, 4d).
10. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding (InTASC, 4e).
11. 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 (InTASC, 4f).

12. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners (InTASC, 4g).
13. The teacher creates opportunities for students to learn, practice, and master academic language in their content (InTASC, 4h).
14. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language (InTASC, 4i).

DISPOSITIONS

15. 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 (InTASC, 4o).
16. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives (InTASC, 4p).
17. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias (InTASC, 4q).
18. The teacher is committed to work toward each learner's mastery of disciplinary content and skills (InTASC, 4r).

SCU Conceptual Framework Theme #4: Scholarship

SCU Standard #4b: Application of Content

SCU Competencies: Knowledge, Skills (Performances) and Dispositions

KNOWLEDGE

1. 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 (InTASC, 5i).
2. 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 (InTASC, 5j).
3. 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 (InTASC, 5k).
4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals (InTASC, 5l).
5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning (InTASC, 5m).
6. 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 (InTASC, 5n).
7. The teacher understands creative thinking processes and how to engage learners in producing original work (InTASC, 5o).
8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum (InTASC, 5p).

SKILLS (PERFORMANCES)

1. 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) (InTASC, 5a).

2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy) (InTASC, 5b).
3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts (InTASC, 5c).
4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts (InTASC, 5d).
5. 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 (InTASC, 5e).
6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work (InTASC, 5f).
7. 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 (InTASC, 5g).
8. The teacher develops and implements supports for learner literacy development across content areas (InTASC, 5h).

DISPOSITIONS

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues (InTASC, 5q).
2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning (InTASC, 5r).
3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas (InTASC, 5s).

SCU Conceptual Framework Theme #4: Scholarship

SCU Standard #4c: Planning for Instruction

SCU Competencies: Knowledge, Skills (Performances) and Dispositions

KNOWLEDGE

1. The teacher understands content and content standards and how these are organized in the curriculum (InTASC, 7g).
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge (InTASC, 7h).
3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning (InTASC, 7i).
4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs (InTASC, 7j).
5. 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 (InTASC, 7k).
6. The teacher knows when and how to adjust plans based on assessment information and learner responses (InTASC, 7l).

7. 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) (InTASC, 7m).

SKILLS (PERFORMANCES)

8. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners (InTASC, 7a).
9. 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 (InTASC, 7b).
10. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill (InTASC, 7c).
11. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest (InTASC, 7d).
12. 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 effective learning experiences to meet unique learning needs (InTASC, 7e).
13. 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 (InTASC, 7f).

DISPOSITIONS

14. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction (InTASC, 7n).
15. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community (InTASC, 7o).
16. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning (InTASC, 7p).
17. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances (InTASC, 7q).

Testing Requirements

Oklahoma General Education Test (OGET) - general education knowledge

Oklahoma Subject Area Tests (OSAT) - subject matter knowledge

Oklahoma Professional Teaching Exam (OPTE) - professional knowledge and skills

*Note: The OPTE certification exam will be replaced by the PPAT Performance Assessment in 2022.

OFFICE OF EDUCATIONAL QUALITY AND ACCOUNTABILITY (OEQA)

In July 1995, under the guidelines established by the legislature in House Bill 1549, the Office of Educational Quality and Accountability (OEQA) assumed responsibility to develop and implement a competency-based assessment system for educator

licensure/certification in the state of Oklahoma.

The certification exams are administered twelve times a year through computer or paper-based administrations across the state as well as computer-based administrations available both state and nationwide.

The Oklahoma certification examinations reflect state standards (Oklahoma Full-Subject Matter Competencies, Oklahoma General Competencies, core student standards) as well as current national standards. Over 7000 Oklahoma educators have contributed their knowledge and expertise throughout the assessment development and validation process. Included are classroom teachers, higher education faculty, career technology faculty, and school administrators.

As part of maintaining the assessment program, routine review and redevelopment assures that the exams will be kept up-to-date and accurate. Constant monitoring ensures that they also continue to measure educator knowledge and skill levels using the most current and widely accepted psychometric standards.

Testing information booklets with sample questions are available at the SCU library to assist in preparation for each of the certification tests described in this section. Information is also available from the OEQA website: www.ok.gov and the National Evaluation Systems website: www.ceoe.nesinc.com

Three tests are required to pass with a minimum score of a 240 to a maximum of 300. The OGET (Oklahoma General Education Test), OSAT (Oklahoma Subject Area Test) and the OPTE (Oklahoma Professional Teachers Exam) PK – 8 or the 6 – 12

OKLAHOMA GENERAL EDUCATION TEST (OGET)

(Must be passed to be admitted into the Teacher Education program)

The Oklahoma General Education Test is explicitly designed to help identify those examinees who have demonstrated the level of general education knowledge and skills required for entry-level educators in the state of Oklahoma. The OGET is comprised of approximately 100 selected response items and one constructed-response (performance) assignment, and is offered as a computer based test (at a Pearson testing center) or as a paper test.

OKLAHOMA SUBJECT AREA TESTS (OSAT)

(Must be passed prior to starting Student Teacher semester)

Subject area tests that match the certification categories currently approved by the State Board of Education have been developed for use in the Certification Examination for Oklahoma Educators program. OEQA is dedicated to including performance components in all subject area tests. OSATs include the following:

English (107)

Physical Education/Health/Safety (012)

U.S. History/OK History/Government/Economics (017)

Fingerprint Based Criminal History Record

In April 2001, the Oklahoma legislature passed a law [effective November 1, 2001] stating that any person seeking a teaching license shall have “on file with the Board [State Department of Education] a current Oklahoma criminal history record from the Oklahoma State Bureau of Investigation as well as a national fingerprint based criminal history record provided by the Federal Bureau of Investigation. Upon receipt of the Oklahoma criminal history record, the Board may issue a temporary license which shall be effective until receipt of the national criminal history record. The person applying for a license shall be responsible for the cost of the criminal history records.” HB 1253

In order to help the teacher candidate during their clinical internship (student teaching) obtain their fingerprint based criminal history record as easily as possible, the Director of Teacher Education will schedule a time with the State Department of Education for all the clinical interns to go have their prints made together. Specific information regarding date and time will be communicated through school email and university supervisors.

1. Fees for criminal history background searches are paid with a certified check or money order or online.
2. Results of background searches, both OSBI and FBI are sent directly to the Oklahoma State Department of Education. The FBI search results normally arrive several weeks after the OSBI search results.

Note: The Oklahoma Criteria for Effective Teaching Performance is being replaced with one of the Teacher Leader Effectiveness Evaluations.

**Oklahoma Criteria for Effective Teaching and Administrative
Performance
(70 O.S. § 6-101.10 and 6-101.11)**

I. Practice

A. Teacher Management Indicators

1. Preparation - The teacher plans for delivery of the lesson relative to short-term and long-term objectives.
2. Routine - The teacher uses minimum class time for non-instructional routines thus maximizing time on task.
3. Discipline - The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).
4. Learning Environment - The teacher establishes rapport with students and provides a pleasant, safe and orderly climate conducive to learning.

B. Teacher Instructional Indicators

1. Establishes Objectives - The teacher communicates the instructional objectives to students.
2. Stresses Sequence - The teacher shows how the present topic is related to those topics that have been taught or that will be taught.
3. Relates Objectives - The teacher relates subject topics to existing student experiences.
4. Involves All Learners - The teacher uses signaled responses, questioning techniques and/or guided practices to involve all students.
5. Explains Content - The teacher teaches the objectives through a variety of methods.
6. Explains Directions - The teacher gives directions that are clearly stated and related to the learning objectives.
7. Models - The teacher demonstrates the desired skills.
8. Monitors - The teacher checks to determine if students are progressing toward stated objectives.
9. Adjusts Based on Monitoring - The teacher changes instruction based on the results of monitoring.
10. Guides Practice - The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.
11. Provides for Independent Practice - The teacher requires students to practice newly learned skills without the direct supervision of the teacher.
12. Establishes Closure - The teacher summarizes and fits into context what has been taught.

II. Products

A. Teacher Product Indicators

1. Lesson Plans - The teacher writes daily lesson plans designed to achieve the identified objectives.
2. Student Files - The teacher maintains a written record of student progress.
3. Grading Patterns - The teacher utilizes grading patterns that are fairly administered and based on identified criteria.

B. Student Achievement Indicators - Students demonstrate mastery of the stated objectives through projects, daily assignments, performance, and test scores.

InTASC Standards, April 2011

The Learner and Learning

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.

Content Knowledge

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.

Instructional Practice

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.

Professional Responsibility**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.

Teacher Preparation EPP Departments**Department of English**

The Department of English offers the B.A. of Ed. in English Education degree preparing candidates to teach secondary English in high schools and middle schools. Following National Council for Teachers of English (NCTE) standards, the program offers a firm foundation in literature studies as well as courses in advanced composition. Electives in English, speech, journalism, and library media complete the program.

Contact information: Dr. Ira Harris, Department of Education, Chair

Department of History

The Department of History supports programs leading to B.S. of Ed. degrees in Social Studies Education. Many history majors, perhaps the majority, choose teaching for their careers based on the knowledge that there is no more satisfactory career than to study history and to pass the knowledge on to their own students. These programs prepare candidates to teach not only U.S. and Oklahoma history, but also related subjects such as government, economics, and geography. The programs comply with National Council for the Social Studies (NCSS) standards and all state competencies for teacher educators.

Contact information: Dr. Ira Harris, Department of Education, Chair

Department of Sport Management

The Department of Sport Management supports programs leading to B.S. of Ed. degrees in Physical Education, Health and Safety preparing candidates to teach in K-12. The faculty and staff are actively involved in the health, physical education,

recreation, dance, fitness, and athletic professions through membership and service to appropriate professional organizations at the district, state, and national levels. The program aligns with both state and national standards (NASPE).

Contact information: Dr. Ira Harris, Department of Education, Chair

Department of Elementary Education

The Department of Education offers the B.S. of Ed. in Elementary Education degree preparing candidates to teach elementary students (1st-6th grade) in elementary schools. Following Association for Childhood Education International (ACEI) standards, the program offers a firm foundation in child development and teaching strategies for conveying content knowledge.

Contact information: Dr. Ira Harris, Department of Education, Chair

Department of Early Childhood Development Education

The Department of Education offers the B.S. of Ed. in Early Childhood Development Education degree preparing candidates to teach early childhood students (PK-3rd grade) in early childhood and elementary schools. Following National Association for the Education of Young Children (NAEYC) standards, the program offers a firm foundation in child development and teaching strategies for conveying content knowledge.

Contact information: Dr. Ira Harris, Department of Education, Chair

Transition Points

EPP Assessment System: Transition Points

SCU Teacher Education program uses four transition points (Fig. 4.5.1a) as its primary assessment structure to make decisions regarding the progress of initial teacher candidates through the program:

- Transition I: Admission to Teacher Education
- Transition II: Enrollment in Professional Coursework and Clinical Practice
- Transition III: Admission to Clinical internship
- Transition IV: Recommendation for Certification

Transition I: Admission to Teacher Education

The EPP evaluates the successful completion of admission requirements to determine that teacher candidates demonstrate the academic knowledge, the dispositions, and performance skills necessary to enter teacher education. The Faculty Interview is used to assess candidates' communication skills and disposition.

Transition II: Enrollment in Professional Coursework and Clinical Practice

The EPP deliberates the recommendations of the specialization coordinators to determine that teacher candidates are ready to enter a full-time professional

experience. Throughout the teacher preparation program, candidates are expected to successfully pass program-based assessments during courses and clinical practices. Students who are not successful on any assessment will have to first successfully complete the assessment before advancing through the program. This process is monitored through course assessments and/or transition point checks by program faculty. Each program has designated six to eight program-based assessments as part of requirements for the program review process to the Specialized Professional Associations (SPA). These key assessments include assessments of content knowledge, effective planning, impact on P-12 student learning, and additional program-based assessments.

Transition III: Admission to Clinical internship

Approval for clinical internship provides a key assessment point for initial candidates within teacher education programs. For approval to student teach, candidates submit an application to the Teacher Education office and must be approved by their department (including both education and content area departments). Each department checks to ensure students have met the necessary requirements and makes recommendations to the Teacher Education office for placements in the clinical internship.

Transition IV: Recommendation for Certification

The EPP deliberates the recommendations of the university faculty and clinical faculty to determine that teacher candidates successfully complete all components of the program to earn a degree. The Teacher Education office determines if teacher candidates meet the requirements for recommendation for certification. OGET, OSAT, and OPTE scores, GPA, and course grades qualify applicants and candidates. The evaluation of SPA-specific assessments, portfolios, development and delivery of EPP plans, and clinical internship evaluations determine candidate proficiencies. Survey analysis of cooperating teachers, supervisors, and principals help determine the competence of candidates.

*Please note that meeting education degree requirements does not guarantee recommendation for certification.

EPP Assessment System: Transition Point Assessments

Program - Undergraduate Teacher Education Program				
Assessment	Transition I: Admission to Teacher Education	Transition II: Enrollment in Professional Coursework & Clinical Practice	Transition III: Admission to Clinical internship	Transition IV: Recommendation for Certification
GPA	Cumulative grade point average of 2.75 or higher and additional grade	Maintain 2.75 cumulative grade point average on all coursework	Maintain 2.75 cumulative grade point average on all coursework earned and	Maintain 2.75 cumulative grade point average on all coursework earned and

	requirements.	earned and verified via degree check	verified via degree check prior to clinical internship	verified via degree check upon graduation
Grades	C or higher	C or higher * Completion of all requirements	C or higher * Completion of major core/PTE sequence coursework	C or higher * Completion of all coursework
State Tests	Oklahoma General Education Test (OGET).		Oklahoma Subject Area Test (OSAT)	Oklahoma Professional Teaching Exam (OPTE) or Praxis Performance Assessment for Teachers (PPAT)
Portfolio	Establish SCU Teacher Education Portfolio – Check Point I	A satisfactory score on Portfolio – Check Point II	A satisfactory score on Portfolio – Check Point III	A satisfactory score on Portfolio – Check Point IV
SPA Standards		Satisfactory completion of assessments	Satisfactory completion of assessments	Satisfactory completion of assessments
Legal	* Submit an approved background check * Complete Felony Questionnaire & Accuracy Statement. * Complete Code of Ethics	Current approved background check	Current approved background check	.
Clinical Practice	*Documentation of work with children * Clinical Practice Requirements Agreement	Complete 40 hours clinical practice with each selected professional sequence courses.	Successful completions of Professional Teacher Education courses including 160 hours of clinical	Successful completion of Clinical internship including 14 weeks of clinical internship

			practice.	
Recommendations & Evaluations	*Recommendations-on letters from church officials and/or faculty members. * Faculty Interview	* Univ. Faculty * Clinical Faculty	* Univ. Faculty * Clinical Faculty * Supervisor	* Univ. Faculty * Clinical Faculty * Student Teacher Self-Rating Chart * Student Teacher Education Program Evaluation * Clinical internship * Evaluations * Clinical Faculty Evaluation * Supervisor Evaluation
Requirements	* Plan for meeting Foreign Language Competency. * Written interest in teaching. * Complete the Emergency Contact Information Form		Completion of Foreign Language Competency	
Approvals	* Receive formal approval by the SCU Teacher Education Council.		* Receive formal approval by the SCU Teacher Education Council.	* Receive formal approval by the SCU Teacher Education Council.

Data Sharing Policy

The Education Committee shall centralize distribution of student information (i.e. test scores, evaluations, transcripts, and portfolios) through the Department of Education Chair. The Chair will meet one-on-one with education majors to access materials and records, discuss any unsatisfactory ratings, and, if need be, work with the student to create a plan of improvement. All data will be shared with candidates in a timely manner.

EPP Assessment System: Transition Points Assessments

Transition I: Admission to Teacher Education Requirements

The EPP evaluates the successful completion of admission requirements to determine that teacher candidates demonstrate the academic knowledge, the dispositions, and performance skills necessary to enter teacher education. The Faculty Interview is used to assess candidates' communication skills and disposition.

Grade Point Average (GPA):

- ☐ Achieve a minimum grade point average of 2.75 in all courses completed at SCU or other colleges or universities at the time of application. However, if your overall GPA is less than 2.75, you may qualify for admission if you have met the following criteria:
 - You have taken the last 30 hours of coursework at SCU with a GPA of 3.00 or better.
 - You have completed all coursework in the major including all support courses any Professional Teacher Education courses taken with no grade below "C"
 - Have met all other requirements listed.
 - Grade point must reach 2.75 to be recommended for certification. Teacher education degrees also require 2.75 for completion.

Grade Requirements

- ☐ All coursework taken in degree certification major or general education courses required for majors must be completed with no grade lower than "C". **OR**
 - If concurrently enrolled in coursework in the degree certification major or general education courses required for majors at the time of application, you will be considered as "Pending Approval" until a grade no lower than a "C" at the end of the semester of application is achieved. It is the can
- ☐ All coursework taken in the professional teacher education sequence must be completed with no grade lower than "C". **OR**
 - If concurrently enrolled in coursework in Professional Teacher Education at the time of application, you will be considered "Pending Approval:" until a grade no lower than a "C" at the end of the semester of application is achieved.
- ☐ Demonstrate a proficiency in written and oral English as indicated by having a grade of "C" or better in six hours of English Composition. **OR**
 - If concurrently enrolled in the English course in which you have achieved a grade lower than a "C", your application will be considered "Pending Approval" until a grade no lower than a "C" at the end of the semester of application is achieved.

State Tests

- ☐ Oklahoma General Education Test (OGET).
 - Pass the Oklahoma General Education Test (OGET) prior to submission of application. **OR**
 - If you intend to take the OGET exam during the semester of your application,

your application will be considered **“Pending Approval” until documentation is received showing a passing score. This must be turned in to the Department of Education office prior to approval of admission. The OGET exam must be taken and passed during the semester of your application.

Portfolio

- ☐ Establish SCU Teacher Education Portfolio – Check Point I
 - Established in Foundations of Education course
 - Required component of Application to Teacher Education
 - A satisfactory score on the candidate's portfolio establishment and initial assessments

Legal

- ☐ Submit an approved background check for clinical practice
 - Background checks are valid for one year
- ☐ Complete Felony Questionnaire & Accuracy Statement
- ☐ Complete Teacher Education Code of Ethics

Clinical Practice

- ☐ Clinical Practice Requirements Agreement
- ☐ Documentation of work with children.
 - Provide documentation of experiences working with children **OR**
 - Completion of EDUC 2113 Foundations in Education (C or higher) **OR**
 - Concurrent enrollment in EDUC 2113 Foundations in Education

Recommendations & Evaluations

- ☐ Recommendation letters from church officials and/or faculty members.
 - Recommendation letters are completed by individual church officials **OR**
 - Faculty members to assess candidates' spiritual, intellectual, and cognitive qualifications to enter the Teacher Education Program.
- ☐ SCU Disposition of Candidate #1 Self-Assessment is required
- ☐ SCU Disposition of Candidate Assessment #2 completed by teacher education faculty member of candidate's choice
 - Discussed with candidate, signed, and submitted to Department of Education office
- ☐ Faculty Interview
 - Complete interview with assigned faculty member to review plans, program requirements, etc.
 - The faculty member will submit a verification of the interview to SCU Department of Education office regarding candidate admissibility and completion of all admission requirements.

Requirements

- ☐ Plan for meeting Foreign Language Competency. While individual degree plans may include a foreign language component, successful completion of courses in a foreign

language DOES NOT document proficiency in a foreign language as defined by the American Council on Teaching of Foreign Languages. As a result, the SCU Teacher Education Council has established the following ways in which a candidate may attain documented novice-high competency:

- The candidate who wishes to be tested in a language may choose, at personal expense, to successfully complete the Oral Proficiency Interview developed by the American Council on the Teaching of Foreign Languages, **OR**
 - The candidate may complete two years of high school coursework in a single foreign language with grades of "B" or better (from a State Department of Education approved high school program), **OR**
 - The candidate may complete one course, five or more credit hours, in a single foreign language from an accredited college or university with a grade of "C" or better, **OR**
 - The candidate may meet the requirement by transfer of documentation of meeting the foreign language competency from one of the teacher education programs in the State of Oklahoma approved by the Oklahoma State Regents for Higher Education **OR**
 - Candidates whose native language is other than English may document proficiency in English as their second language with a score of 550 or more on the Test of English as a Foreign Language.
- ☐ Written interest in teaching: "Why Do I Want To Teach?"
 - Provide a 500 word paper explaining interest in teaching.
 - ☐ Complete the Emergency Contact Information Form.

Approvals

- ☐ Receive formal approval by the SCU Teacher Education Council.
 - All candidates applying for any education degrees are required to apply for admission to teacher education.

Processing Steps:

- Turn in the application on the due date.
- All teacher education candidates with completion of all requirements for admission will be approved by a vote of the SCU Teacher Education Council. Upon this approval, a letter showing admission to teacher education will be available in the Department of Education office.
- Applications will be evaluated and assigned a status.
 - Approved – all requirements have been successfully met
 - Pending Approval – all requirements have been successfully met except for requirements pending an outcome of a currently enrolled course grade. Applications in this category must be successfully completed at the end of the semester in which the application is submitted.
 - If the teacher candidate is denied admission (not meeting requirement(s) currently), a letter will be sent explaining the deficiencies that need to be met by the end of the semester.

- Denied – one or more requirements have not been met and it is not dependent on current course enrollment.
 - A letter will be received explaining the deficiencies that need to be corrected and the need to reapply for admission to teacher education.
- Pending files will be placed in the “Pending Approval” files in the Department of Education office.
- The teacher candidate will bring the “Pending Approval” letter and an unofficial transcript to the Department of Education office at the end of the semester.
- Verification of completion of all requirements for admission will be made by the Department of Education office.
- The teacher candidate’s “Pending Approval” status will be changed to “approved” for admission upon completion of all requirements and a letter of admission will be made available in the Department of Education office.

Transition II: Enrollment in Professional Coursework & Clinical Practice

Throughout the teacher preparation program, candidates are expected to successfully pass program-based assessments during courses and clinical practices. Students who are not successful on any assessment will have to first successfully complete the assessment before advancing through the program. This process is monitored through course assessments and/or transition point checks by program faculty. Each program has designated six to eight program-based assessments as part of requirements for the program review process to the Specialized Professional Associations (SPA). These key assessments include assessments of content knowledge, effective planning, impact on P-12 student learning, and additional program-based assessments.

Grade Point Average (GPA):

- ☐ Maintain 2.75 cumulative grade point average on all coursework earned and verified via degree check prior to clinical internship

Grades

- ☐ C or higher in major core and professional sequence coursework
- ☐ Progression toward completion of major core/PTE sequence coursework

State Tests

- ☐ Oklahoma Subject Area Test (OSAT)

Portfolio

- ☐ A satisfactory score on Portfolio – Check Point II
 - Checkpoint occurs during Methods course associated with major

SPA Standards

- ☐ Satisfactory completion of assessments

Legal

- ☐ Current approved background check

Clinical Practice

- ☐ Complete Successful completions of Professional Teacher Education courses including 80 hours of clinical practice.

Recommendations & Evaluations

- ☐ Univ. Faculty
- ☐ Clinical Faculty

Requirements

- ☐ Completion of Foreign Language Competency

Approvals

- ☐ Receive formal approval by the SCU Teacher Education Council

Transition III: Admission to Clinical Internship

Approval for clinical internship provides a key assessment point for initial candidates within teacher education programs. For approval to student teach, candidates submit an application to the Teacher Education office and be approved by their department (including both education and content area departments). Each department checks to ensure students have met the necessary requirements and makes recommendations to the Teacher Education office director for placements in the clinical internship.

Admission Status

- ☐ Candidates must have received formal written approval of admission to Teacher Education and must maintain all admission requirements.

Completed Coursework:

- ☐ $\frac{3}{4}$ of Major courses must be completed with a C or higher
- ☐ Methods courses must be completed with a C or higher
- ☐ Professional Sequence courses must be completed with a C or higher

Grade Point Average (GPA):

- ☐ Maintain 2.75 cumulative grade point average on all course work completed and verified via degree check prior to clinical internship

Grades

- ☐ C or higher in major core and professional sequence
- ☐ All incomplete grades must be cleared
- ☐ Minimum GPA of 2.75 overall GPA in all coursework completed at SCU and other universities / colleges.

State Tests

- ☐ Complete and Pass Oklahoma General Education Test (OGET)

- ☐ Complete and Pass Oklahoma Subject Area Test (OSAT)

Portfolio

- ☐ A satisfactory score on Portfolio – Check Point III
 - Checkpoint is a required component of Application for Clinical Internship

SPA Standards

- ☐ Satisfactory completion of assessments

Legal

- ☐ Current approved background check

Clinical Practice

- ☐ Successful completions of Professional Teacher Education courses including 160 hours of clinical practice

Recommendations & Evaluations

- ☐ SCU Disposition of Candidate Assessment #3 completed by teacher education faculty member of candidate's choice (different from faculty in assessment #2)
 - Discussed with candidate, signed, and submitted to Department of Education office
 - Required component of application for clinical internship
- ☐ University Faculty
- ☐ Clinical Faculty
- ☐ Supervisor Evaluation

Requirements

- ☐ Successful completion of Foreign Language Competency

Approvals

- ☐ Receive formal approval by the SCU Education Committee

Processing Steps:

- Turn in the application on the due date.
- All teacher education candidates with completion of all requirements for admission to clinical internship will be approved by the SCU Teacher Education Council. Upon this approval, a letter showing admission to clinical internship will be available in the Department of Education office.
- Applications will be evaluated and assigned a status.
 - Approved – all requirements have been successfully met
 - Pending Approval – all requirements have been successfully met except for requirements pending an outcome of a currently enrolled course grade. Applications in this category must be successfully completed at the end of the semester in which the application is submitted.

- If the teacher candidate is denied admission (not meeting requirement(s) currently), a letter will be sent explaining the deficiencies that need to be met by the end of the semester.
- Denied – one or more requirements have not been met and it is not dependent on current course enrollment.
 - A letter will be received explaining the deficiencies that need to be corrected and the need to reapply for admission to teacher education.
- Pending files will be placed in the “Pending Approval” files in the Department of Education office.
- The teacher candidate will bring the “Pending Approval” letter and an unofficial transcript to the Department of Education office at the end of the semester.
- Verification of completion of all requirements for admission to clinical internship will be made by the Department of Education office.
- The teacher candidate’s “Pending Approval” status will be changed to “approved” for admission to clinical internship and a letter of admission will be made available in the Department of Education office.
- Candidate’s assignment of clinical internship placement will not be confirmed until the application gains final approval.

Transition IV: Recommendation for Certification

The Teacher Education office determines if teacher candidates meet the requirements for recommendation for certification. OGET, OSAT, and OPTE scores, GPA, and course grades qualify applicants and candidates. The evaluation of SPA-specific assessments, portfolios, development and delivery of EPP plans, and clinical internship evaluations determine candidate proficiencies. Survey analysis of cooperating teachers, supervisor, and principals help determine the competence of candidates. The quality of the EPP and program is determined by course evaluations and surveys completed by graduates, cooperating teachers, and principals. The EPP deliberates the recommendations of the university faculty and clinical faculty to determine that teacher candidates successfully complete all components of the program to earn a degree. At the final clinical internship, all student teachers complete a Student Teacher Evaluation of Education Program survey for each clinical internship experience placement. This form helps the Teacher Education office Chair, as well as the faculty, to assess the quality and appropriateness of each field experience placement. This survey also allows candidates to assess the quality of coursework, preparation, and the overall clinical internship experience.

Grade Point Average (GPA):

- ☐ Maintain 2.75 cumulative grade point average on all coursework earned and verified via degree check upon graduation.

Grades

- ☐ C or higher in major courses and professional sequence
- ☐ Completion of all coursework

State Tests

- ☐ Oklahoma Professional Teaching Exam (OPTE)
*Note: The OPTE certification exam will be replaced by the PPAT Performance Assessment in 2022.

Portfolio

- ☐ A satisfactory score on Portfolio – Check Point IV
 - Assessed upon completion of clinical internship and all coursework, candidates will submit their portfolio for evaluation to Department of Education office
 - Successful completion of Teacher Work Sample

SPA Standards

- ☐ Satisfactory completion of assessments

Clinical Practice

- ☐ Successful completion of 160 hours of Clinical Practice and 14 weeks of Clinical Internship

Recommendations & Evaluations

- ☐ Clinical Intern Self-Assessment
- ☐ Clinical Intern of Assessment Clinical Faculty
- ☐ Clinical Intern Assessment of University Supervisor
- ☐ Clinical Intern Assessment of Teacher Education Program
- ☐ Clinical Faculty Evaluation / Recommendation
- ☐ University Faculty Evaluation / Recommendation
- ☐ Supervisor Evaluation / Recommendation

Approvals

- ☐ Receive formal approval by the SCU Teacher Education Director

Transfer Candidate:

A transfer student of sophomore standing or above who seeks Teacher Certification at SCU, and has not applied to a teacher education program at any other university must file an Application to the TE Program at the time he/she enters the University. The following stipulations may be applied when a candidate moves from one institution to another

1. If the candidate has once been admitted to a teacher education program and completed all requirements for certification at the former university, it will not be necessary for that candidate to re-apply for admission.
2. If the candidate has been admitted at another institution but did not complete a program, he/she could be required to re-apply for admission and meet the admission requirements of the institution to which he/she is applying (SCU).

3. If the candidate has failed to maintain minimum admit standards, he/she would be required to reapply and meet all existing admit requirements. Grades earned at the previous institution(s) and accepted as transfer courses may be used for determining requisite grade point averages.

4. If the candidate has successfully completed clinical practice hours at previous institution(s), documentation must be provided and kept in the permanent file. Hours earned at previous institution(s) and accepted may be used to count toward the minimum 80 hours of clinical practice required to apply for clinical internship.

SCU Teacher Education Course Sequence

Professional Teacher Education				
EDUC 2301	Introduction to Teaching	1		
* EDUC 2113	Foundations in Education	3		
* EDUC 3202	Educational Technology	2		
* EDUC 4232	Assessment and Evaluation	2		
* PSCY 3143	Psychology of the Exceptional Child	3		
* PSYC 3213	Child and Adolescent Psychology	3		
* PSYC 3123	Educational Psychology	3		
* XXXX 4xx3	Methods (specific to major)	3		
* EDUC 481812	Classroom Strategies	2		
* EDUC 481815	Clinical Internship I	5		
* EDCU 482825	Clinical Internship II	5		
Total Major Core Credit Hours		31		

Teacher Education Four Year Sequence of Study

A. Freshman Year – 30 hours

1. First Semester (complete 15 semester hours)
 - a. General education courses (9 hours)
 - b. Religion course (Old Testament or New Testament) (3 hours)
 - c. Lower division major courses (3 hours)

2. Second Semester (complete 15 semester hours)
 - a. General education courses (9 hours)
 - b. Religion course (Old Testament or New Testament) (3 hours)
 - c. Lower division major courses (3 hours)

B. Sophomore Year – 35 hours

1. First Semester (complete 17 semester hours)
 - a. General education courses (10 hours)
 - b. Religion course (3 hours)
 - c. Lower division major courses (3 hours)
 - d. **EDUC 2301 Introduction to Education** (1 hour)

- Prepare for the OGET (Oklahoma General Education Test)
- Plan for foreign language competency requirement

2. Second Semester (complete 18 semester hours)

a. General education courses (9 hours)

b. Religion course (3 hours)

c. Lower division major courses (3 hours)

d. EDUC 2113 Foundations in Education & EDUC 2110 Clinical Practice (3 hours)

- Candidates are required to be in P-12 public schools for 20 hours during the semester.
- Pass OGET (a passing score is required for admission to teacher education)
- Set up Portfolio and add specified artifacts
- Apply for Admission to Teacher Education

C. Junior Year – 35 hours

1. First Semester (complete 17 semester hours)

a. Complete general education courses (3 hours)

b. Religion course (3 hours)

c. Continue courses in major (6 hours)

d. EDUC 3202 Educational Technology and EDUC 3202 Clinical Practice (2 hours)

- Candidates are required to be in P-12 public schools for 20 hours during the semester.
- Continue Portfolio and add specified artifacts

e. PSYC 3123 Educational Psychology (3 hours)

2. Second Semester (complete 18 semester hours)

a. Religion course (3 hours)

b. Continue courses in major (9 hours)

c. PSYC 3213 Child and Adolescent Psychology (3 hours)

- Continue Portfolio and add specified artifacts

d. Appropriate methods course(s) as required (3 hours) and Methods Clinical Practice (20 hours)

D. Senior Year - 29

1. First Semester (complete 17 semester hours)

a. Religion course – capstone (3 hours)

b. Complete major courses (9 hours)

c. EDUC 4232 Assessment and Evaluation & EDUC 4230 Clinical Practice (2 hours)

- Candidates are required to be in P-12 public schools for 20 hours during the semester.
- Take OSAT (a passing score is required for admission to clinical internship)
- Continue Portfolio and add specified artifacts
- Apply for Admission to Clinical Internship (student teaching)

d. PSYC 3143 Psychology of the Exceptional Child (3 hours)

2. Second Semester (complete 12 semester hours)
 - a. **EDUC 4812 Classroom Strategies** (2 hours)
 - b. **EDUC 4815 Clinical Internship I** (5 hours)
 - c. **EDCU 4825 Clinical Internship II** (5 hours)
 - Complete the OPTE (Oklahoma Professional Teaching Examination) with a passing score (required for recommendation for teacher licensure)
 - Complete Portfolio requirements

Admission to Teacher Education Information

Students at Southwestern Christian University who expect to become candidates for the Bachelor of Science in Education degrees or who are attempting to qualify for any teaching certificate are required to apply for admission to Teacher Education.

Applications for admission to teacher education will be accepted fall and spring semester with a deadline at the fourth week of the semester. The application will be reviewed and brought before the SCU Teacher Education Council at the scheduled meeting. This body then makes recommendations to the head of the EPP, the Dean of Academics for final approval.

Those applying concurrently for admission to teacher education and admission to clinical practice must be submitted no later than Friday of the third week of the semester to ensure adequate processing time including clinical placement requests. Applications are presented to the SCU Teacher Education Council. This body then makes recommendations to the head of the EPP, the Dean of Academics for final approval.

After final approval, applicants should allow 48 hours for information to be entered into the university enrollment system before attempting to enroll. Concurrent applicants for admission to clinical internship will receive a letter with specific enrollment instructions.

Applications are available in the Teacher Education office, LLC 241.

Liability in Clinical practice

SCU Teacher Education Program, including faculty and staff, do not make assurances, either expressed or implied, regarding field work, clinical practice assignments, and clinical internship placement and risks involved in such. Any internship or travel carries with it risks which are beyond the control of Southwestern Christian University. By accepting a field placement, conference attendance, or clinical practice assignment, each teacher candidate assumes responsibility for his or her own safety and well-being and releases the University and the Education Department of any liability regarding accident or other hazards encountered in the process of fulfilling the assignment. Southwestern Christian University will not knowingly place a teacher candidate at risk.

Any concerns with the safety of the candidate should be brought to the immediate attention of the Teacher Education office.

Portfolio Assessment

SCU Teacher Education Portfolio

Introduction

A portfolio is an organized collection of documents that represent your undergraduate preparation for teaching. The documents you select for your portfolio will illustrate your unique personal and professional growth, a portrait of your abilities and skills. All students enrolled in the SCU Teacher Education Program must complete the portfolio requirement in preparation for the senior comprehensive evaluation. Students will compile the portfolio during their undergraduate study, selecting documents from courses and experiences that best represent their individuality and competencies for teaching. Faculty members and future employers will be the audience for the portfolio.

Overview

All Oklahoma teacher candidates in professional education are required to prepare a teacher candidate portfolio. This portion of the handbook is designed to guide all SCU teacher education candidates as they prepare their portfolios. The portfolio is defined as a documented profile of an individual's accomplishments, learning, and strengths related to the learning outcomes, standards, and outcomes established by the learned societies for each content/specialty area, the Office of Educational Quality and Accountability (OEQA – previously the Oklahoma Commission on Teacher Preparation, OCTP), the Oklahoma State Regents for Higher Education (OSRHE), the Oklahoma State Department of Education (OSDE), and the Department of Education at SCU. The portfolio should represent candidates' professional knowledge, performance, experiences, and dispositions and align with InTASC Standards.

The SCU Teacher Education Portfolio documents candidates' increasing proficiency toward the competencies of a caring, reflective, responsive, and scholarly professional as identified by the SCU Conceptual Framework. It is an authentic assessment procedure that allows teacher candidates to set personal learning goals, assess growth, and document competence. It also provides an avenue for the faculty to assess candidate growth and progress toward demonstration of the identified program competencies. This is an educational portfolio that will contain a selective collection of papers, projects, and teaching performances with the accompanying professor/supervisor evaluation, and the candidate's thoughtful and contemplative reflections. It is tangible evidence of the breadth and depth of knowledge, skills, and dispositions candidates possess as growing professionals.

Philosophy

In “How We Think,” John Dewey refers to reflective action as the active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the consequences to which it leads. The SCU Teacher Education Portfolio utilizes Dewey’s concept of reflective action as its principal of organization. As candidates progress through the program, they are enabled to reflect about their own teaching and learning in four broad areas: CARING, REFLECTION, SERVICE, and SCHOLARSHIP.

The SCU Teacher Education Portfolio is an edited collection of teacher candidate's evidence of professional growth and reflections representing progress through the entire professional education program. It demonstrates the candidate's progress toward meeting teacher education learning outcomes, SCU goals and personal life development goals of a balanced life. Evidence and reflections show how candidates have met the Teacher Education learning outcomes and reflect the philosophy of the program. A personal philosophy of education must be included. Throughout the SCU program, teacher candidates will assemble the items of evidence that best represent growth toward each of the required learning outcomes and will present that evidence in a professional format. There are a number of purposes for development of the Teacher Education Portfolio:

- To demonstrate the talents, skills, and experiences of teacher candidates. This demonstration indicates professional growth in becoming effective teachers.
- To demonstrate a unique, fluid and evolving display of life-long learning. Candidates base the portfolio on personal goals as they relate to state standards and the impact of learning communities. While learning outcomes are standard, the portfolio must reflect a personal creative style demonstrating additional knowledge and skills.
- To document teacher candidates’ skills, accomplishments, learning, and strengths related to designated learning outcomes, standards and outcomes.
- To provide examples of the quality of the SCU Teacher Education program. The portfolios are units of measure which present evidence that SCU is providing initial and on-going assessment that focuses on opportunities and experiences which lead to candidate development of learning outcomes, standards, and outcomes determined by the OEQA, the OSRHE, the OSDE, and SCU.
- To demonstrate to prospective employers the evidence of a candidates’ professional growth. Work on a professional portfolio will assist candidates in developing the skills to be used throughout their teaching careers and to document professional development.

Policy

As mandated by OEQA, the OSDE, CAEP, and the Department of Education at SCU, all candidates admitted to Teacher Education are required to establish a portfolio, which is begun during the sophomore year and documents teacher candidates’ performance in regards to the SCU Conceptual Framework, state, program, and national standards. SCU Portfolio provides documentation of:

- experiences supportive of becoming a professional decision maker
- the ability to relate principles and theories to practice
- experiences in a variety of school communities, school settings and teaching styles
- involvements with parents and the school community
- clinical practice in partner school settings

Each teacher candidate will prepare a portfolio, known as the SCU Teacher Education Portfolio, as a requirement of the Professional Education sequence. Most artifacts are required; however, teacher candidates are encouraged to add artifacts that demonstrate their competency in a certain area. From these portfolios, teacher candidates can share selected artifacts which can be used during interviews with school districts with whom the teacher candidates are attempting to gain employment.

Purpose

The purpose of the portfolio is to show the progression of understanding of subject matter and teaching strategies and to show evidences of various teaching experiences of teacher candidates. Therefore, some artifacts are taken from activities that teacher candidates experienced early in their undergraduate degree, while other artifacts are taken from the clinical internship (student teaching) experience. Individual artifacts should reflect teacher candidates' best work at the time the artifact was submitted to the portfolio, and the portfolio should reflect the development of teacher candidates as they develop into a professional decision maker.

Requirements

The SCU Teacher Candidate Portfolio is an edited collection and final documentation of teacher candidates' professional growth and reflections representing progress demonstrated in coursework in general education, the major field, and the professional teacher education sequence. Portfolios should show candidates' progress toward and competency in reaching their personal goals, SCU program goals, Oklahoma competencies and national standards. Candidates' progress and competency are documented through artifacts placed in the portfolio. EDUC 2113 Foundations in Education course will provide the instructions for setting up the portfolio.

SCU Program Goals: To assure that candidates meet SCU program goals, the evidence and reflections in each portfolio must show how candidates have met or are progressing toward the competencies.

Oklahoma Competencies and National Standards: The SCU Teacher Candidate Portfolio contains sections addressing the categories of professional teaching competencies required by the Office of Educational Quality and Accountability, Oklahoma State Department of Education, and Oklahoma Regents for Higher Education.

Required Artifacts: An artifact is a product or performance documentation that demonstrates the desired competencies in teacher education. Artifacts from coursework

will be included in the portfolio. Candidates should keep the portfolio up to date. It is checked periodically throughout the program, particularly at admission, prior to clinical internship, and upon completion of clinical internship.

Organization of the Portfolio

The portfolio organization reflects the conceptual framework for the SCU Teacher Education Program. Our conceptual framework also supports the essence of our Christian mission by embracing a strong commitment to preparing teacher candidates who demonstrate **caring** for all students and the belief that all can learn; as they **reflect** on professional and personal practice; **serve** as a model of Christian character through leadership and involvement; and pursue **scholarship** as an integral part of life-long learning.

One's convictions develop through participation in faith, learning and service experiences. The conceptual framework emanates from our model, teaching standards. The goals and objectives serve as the guide for your professional preparation and focus on four broad areas. Upon completion of the SCU Teacher Education Program, students will be able to:

1. Caring - Create positive and caring environments for student development and learning.
2. Reflective - Assess student learning and development with a variety of measures.
3. Serving - Establish professional and reciprocal relationships with others invested in students' learning.
4. Scholarship - Construct and deliver appropriate curriculum for students.

The portfolio is organized by these four broad themes. Documents need to illustrate your professional development and ability in each area.

Development of the Portfolio

Development of the portfolio begins during the first year and continues until graduation. Certain assignments must be included in the portfolio. For other requirements, students may evaluate their own work and select materials that represent their best work. The portfolio consists of prescribed materials as outlined in this paper. As assignments are completed, they may be placed in the portfolio for later evaluation. Materials are collected and arranged in the four categories as outlined on the previous page.

Evaluation of the Portfolio

The portfolio is evaluated at four points in the teacher education program. The purpose is to evaluate progress in the portfolio development and to assist with questions, if necessary. The four evaluation times are:

1. Portfolio Check Point #1 – Application for Teacher Education, Transition I
2. Portfolio Check Point #2 – Assessed during teacher education Methods course, Transition II

3. Portfolio Check Point #3 – Assessed during teacher education Methods course, Transition III
4. Portfolio Check Point #4 – Assessed upon completion of clinical internship and all coursework, candidates will submit their portfolio for evaluation to Department of Education office

NOTE: The portfolio is a graduation requirement for all teacher education majors.

Portfolio Requirements: (those with * must be included)

The various required areas of the students' portfolio are:

Introduction
Scholarship
Reflective
Serving
Caring

Teacher Education Portfolio Organization

A. Table of Contents

B. Introduction

- Title Page – Name and Major

C. Level I – Caring

- Admission Application
- Program Coordinator Form
- Felony Questionnaire
- Background Check #1
- Biographical Information Form
- Professional Code of Ethics
- Disposition 1 and 2 Forms
- Foreign Language Competency
- Emergency Contact Form
- Recommendation Letters
- Transcript
- OGET Scores
- Interview Rubrics (implemented Spring 2016)
- Philosophy of Education Paper
- Why Do I Want to Teach? Paper (Implemented Fall 2016)
- Observation Time Sheet – Foundations
- Journal Reflections - Foundations
- Clinical Practice Confidentiality Agreement – Foundations
- Clinical Practice Dress Code Agreement - Foundations

D. Level II - Reflective

Artifacts (10 InTASC Standards with Rationales)

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments
- Standard #4: Content Knowledge
- Standard #5: Application of Content
- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies
- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration
- Background Check #2 & #3
- Observation Time Sheets (Ed. Tech. and Assess. And Eval.)
- Journal Reflections (Ed. Tech. and Assess. And Eval.)
- Clinical Practice Confidentiality Agreement (Ed. Tech. and Assess. And Eval.)
- Clinical Practice Dress Code Agreement (Ed. Tech. and Assess. And Eval.)

E. Level III - Serve

- Application to Clinical Internship
- Acceptance to Clinical Internship
- OSAT Scores
- Methods Unit Plan
- Observation Time Sheets (Methods)
- Journal Reflections (Methods)
- Clinical Practice Confidentiality Agreement (Methods)
- Clinical Practice Dress Code Agreement (Methods)

F. Level IV – Scholarship

- Resume with Cover Letter
- Revised Philosophy of Education (Implemented Fall 2017)
- OPTE Scores
- Teacher Work Sample (TWS)
- Clinical Internship Evaluations – University Supervisor
- Clinical Internship Evaluations – Clinical Faculty
- Clinical Intern Self-Evaluation
- Professional Development Documentation

Level I – CARING
Portfolio Scoring Rubric

Portfolio Scoring Rubric							
1	2	3	4			5	
Unacceptable	Developing	Acceptable	Meets Expectations			Target	
Candidate demonstrates goals and objectives at a beginning level, reflects low level of work, reflects low level of knowledge of the teaching and learning process, reflects unsatisfactory skill and ability development, lacks organization and sequence, lacks many portfolio requirements	Candidate demonstrates goals and objectives with limited competency, reflects mediocre level of work, reflects limited knowledge of the teaching and learning process, reflects limited skills and abilities of classroom teaching, lacks organization and sequence, contains most portfolio requirements	Candidate demonstrates goals and objectives with moderate competency, reflects some authentic work, reflects some knowledge of the teaching and learning process, reflects some diverse skills and abilities for classroom teaching, is organized and sequenced, contains all portfolio requirements	Candidate demonstrates goals and objectives with competency, reflects authentic and creative work, reflects knowledge of the teaching and learning process, reflects diverse skills and abilities for classroom teaching, is organized and sequenced, contains all portfolio requirements			Candidate demonstrates goals and objectives with high competency; reflects outstanding, authentic, and creative work; reflects depth of knowledge of the teaching and learning process; reflects diverse skills and abilities for classroom teaching; is well-organized and sequenced; contains all portfolio requirements	
Required Document:			1	2	3	4	5
Admission Application							
Program Coordinator Form							
Felony Questionnaire							
Background Check #1							
Biographical Information Form							
Professional Code of Ethics							
Disposition 1 and 2 Forms							
Foreign Language Competency							
Emergency Contact Form							
Recommendation Letters							
Transcript							
OGET Scores							
Interview Rubrics (implemented Spring 2016)							

Philosophy of Education Paper					
Why Do I Want to Teach? Paper (Implemented Fall 2016)					
Observation Time Sheet – Foundations					
Journal Reflections - Foundations					
Clinical Practice Confidentiality Agreement – Foundations					
Clinical Practice Dress Code Agreement - Foundations					

**Level II – REFLECTIVE
Portfolio Scoring Rubric**

Portfolio Scoring Rubric								
1	2	3	4			5		
Unacceptable	Developing	Acceptable	Meets Expectations			Target		
Candidate demonstrates goals and objectives at a beginning level, reflects low level of work, reflects low level of knowledge of the teaching and learning process, reflects unsatisfactory skill and ability development, lacks organization and sequence, contains no InTASC Reflection/Rationale statements, lacks many portfolio requirements	Candidate demonstrates goals and objectives with limited competency, reflects mediocre level of work, reflects limited knowledge of the teaching and learning process, reflects limited skills and abilities of classroom teaching, lacks organization and sequence, contains no InTASC Reflection/Rationale statements, contains most portfolio requirements	Candidate demonstrates goals and objectives with moderate competency, reflects some authentic work, reflects some knowledge of the teaching and learning process, reflects some diverse skills and abilities for classroom teaching, is organized and sequenced, contains limited InTASC Reflection/Rationale statements, contains all portfolio requirements	Candidate demonstrates goals and objectives with competency, reflects authentic and creative work, reflects knowledge of the teaching and learning process, reflects diverse skills and abilities for classroom teaching, is organized and sequenced, contains InTASC Reflection/Rationale statements, that give general idea of item, contains all portfolio requirements			Candidate demonstrates goals and objectives with high competency; reflects outstanding, authentic, and creative work; reflects depth of knowledge of the teaching and learning process; reflects diverse skills and abilities for classroom teaching; is well-organized and sequenced; contains InTASC Reflection/Rationale statements, that relate to content of items; contains all portfolio requirements		
Required Artifacts and Reflection			1	2	3	4	5	
Standard #1 – Learner Development								
Standard #2 – Learning Differences								
Standard #3 – Learning Environments								
Standard #4 – Content Knowledge								
Standard #5 – Application of Content								
Standard #6 – Assessment								
Standard #7 – Planning of Instruction								
Standard #8 – Instructional Strategies								
Standard #9 – Professional Learning and Ethical Practices								
Standard # 10 – Leadership and Collaboration								

Background Check #2 & #3					
Observation Time Sheets (Ed. Tech. and Assess. And Eval.)					
Journal Reflections (Ed. Tech. and Assess. And Eval.)					
Clinical Practice Confidentiality Agreement (Ed. Tech. and Assess. and Eval.)					
Clinical Practice Dress Code Agreement (Ed. Tech. and Assess. and Eval.)					

Level III – SERVING
Portfolio Scoring Rubric

1	2	3	4	5
Unacceptable	Developing	Acceptable	Meets Expectations	Target
Candidate demonstrates goals and objectives at a beginning level, reflects low level of work, reflects low level of knowledge of the teaching and learning process, reflects unsatisfactory skill and ability development, lacks organization and sequence, lacks many portfolio requirements	Candidate demonstrates goals and objectives with limited competency, reflects mediocre level of work, reflects limited knowledge of the teaching and learning process, reflects limited skills and abilities of classroom teaching, lacks organization and sequence, contains most portfolio requirements	Candidate demonstrates goals and objectives with moderate competency, reflects some authentic work, reflects some knowledge of the teaching and learning process, reflects some diverse skills and abilities for classroom teaching, is organized and sequenced, contains all portfolio requirements	Candidate demonstrates goals and objectives with competency, reflects authentic and creative work, reflects knowledge of the teaching and learning process, reflects diverse skills and abilities for classroom teaching, is organized and sequenced, contains all portfolio requirements	Candidate demonstrates goals and objectives with high competency; reflects outstanding, authentic, and creative work; reflects depth of knowledge of the teaching and learning process; reflects diverse skills and abilities for classroom teaching; is well-organized and sequenced; contains all portfolio requirements

Required Artifacts and Reflection	1	2	3	4	5
Application to Clinical Internship					
Acceptance to Clinical Internship					
OSAT Scores					
Methods Unit Plan					
Observation Time Sheets (Methods)					
Journal Reflections (Methods)					
Clinical Practice Confidentiality Agreement (Methods)					
Clinical Practice Dress Code Agreement (Methods)					

Level IV – SCHOLARSHIP
Portfolio Scoring Rubric

1	2	3	4	5
Unacceptable	Developing	Acceptable	Meets Expectations	Target
Candidate demonstrates goals and objectives at a beginning level, reflects low level of work, reflects low level of knowledge of the teaching and learning process, reflects unsatisfactory skill and ability development, lacks organization and sequence, lacks many portfolio requirements	Candidate demonstrates goals and objectives with limited competency, reflects mediocre level of work, reflects limited knowledge of the teaching and learning process, reflects limited skills and abilities of classroom teaching, lacks organization and sequence, contains most portfolio requirements	Candidate demonstrates goals and objectives with moderate competency, reflects some authentic work, reflects some knowledge of the teaching and learning process, reflects some diverse skills and abilities for classroom teaching, is organized and sequenced, contains all portfolio requirements	Candidate demonstrates goals and objectives with competency, reflects authentic and creative work, reflects knowledge of the teaching and learning process, reflects diverse skills and abilities for classroom teaching, is organized and sequenced, contains all portfolio requirements	Candidate demonstrates goals and objectives with high competency; reflects outstanding, authentic, and creative work; reflects depth of knowledge of the teaching and learning process; reflects diverse skills and abilities for classroom teaching; is well-organized and sequenced; contains all portfolio requirements

Required Artifacts and Reflection	1	2	3	4	5
Resume with Cover Letter					
Revised Philosophy of Education (Implemented Fall 2017)					
OPTE Scores					
Teacher Work Sample (TWS)					
Clinical Internship Evaluations – University Supervisor					
Clinical Internship Evaluations – Clinical Faculty					
Clinical Intern Self-Evaluation					
Professional Development Documentation					

Teacher Education Assessments

EPP Assessment

The professional learning community, Southwestern Christian University Teacher Education Council (TEC), is responsible for the assessment of the EPP. The TEC includes not only Professional Teacher Education (PTE) faculty, but also educators in P-12 settings, school administrators, college administrators & staff, students, and community leaders. The Teacher Education Director reports the information and makes recommendations for an action agenda to the TEC. The council reviews the proposal and is the final authority.

Key Assessments

EPP faculty assesses applicants and candidates; candidate proficiencies; competencies of graduates; and EPP and program operations and quality. Candidates' knowledge, skills, and dispositions through course-based assessments, as well as at transition points are designated points of assessment for each candidate. Data from these assessments are used to make decisions about candidate performance as the candidates' progress through the teacher education programs. A variety of assessments are used within courses to evaluate the candidate's performance. Examples of these assessments are group presentations, reflections, video-taped lessons, essays, examinations, case studies, action research projects, lesson planning, observations, and clinical practices. Rubrics, checklists, and other assessment tools are also used to assess candidate performance within the courses. Evaluations and surveys are the key assessment instruments used for program and EPP assessment (Table 4.6.2a).

Table 4.6.2a - Assessment Areas and Key EPP Assessments

<i>Transition Point #1 Admission to Teacher Education</i>	
Qualifications of Applicants and Candidates	GPA Course Grades OGET Portfolio Check Point I Dispositions of Candidate Assessment #1 - 2
<i>Transition Point #2 Teacher Education Coursework</i>	
Candidate Proficiencies	SPA specific assessments Portfolio Check Point II Dispositions of Candidate Assessment #3 Clinical Practice Assessment #1 - #3
<i>Transition Point #3 Admission to Clinical Internship</i>	
Qualifications of Candidates	OSAT Portfolio Check Point III Dispositions of Candidate Assessment #4 Clinical Practice Assessment #1 - #3
<i>Transition Point #4 Recommendations</i>	
Clinical Intern Evaluations	Portfolio Check Point IV Teacher Work Sample Clinical Internship Evaluations Qualitative Evaluations
<i>EPP/Program Assessments</i>	
Competence of Graduates	Survey of Alumni Survey of P-12 Clinical Faculty

	Principal's Survey Evaluating Recent Graduates
EPP and Program Operations and Quality	Candidate Course Evaluations Survey of Graduating Student Survey of Alumni Principal's Survey Evaluating Recent Graduates Survey of P-12 Clinical Faculty Clinical Practice Assessment #4

Grade Point Average (GPA) – Candidates must maintain a 2.75 cumulative grade point average (GPA) throughout the program to successfully complete education degrees. Candidates who drop below 2.75 are placed on probation until they bring their GPAs to specifications.

Course Grades - Candidates must pass all required courses with a C or better

State Tests - All candidates must pass all three teacher preparation exams provided by the Oklahoma Commission for Teacher Preparation at designated times.

SPA Assessments – Program areas have designed 6-8 assessments aligned with the standards associated with specific SPAs. Candidates level of performance on subject area assessments are a vital part of the EPP assessment system.

Portfolio Check Points #1 - #4 – The portfolio is assessed at four separate checkpoints throughout candidates' coursework to insure they are learning to implement the InTASC Standards and meet all requirements. Each checkpoint is conducted during a specific course and/or application process in the professional education sequence. Progress is determined based on assessment artifacts, clinical practice logs, and reflective writings. Faculty implement assignments in course syllabi that help candidates meet portfolio requirements; therefore, the portfolio assesses candidates as well as content taught in methods courses.

Dispositions of Candidates Assessment #1 - #4 – Candidates are assessed on professional dispositions aligned with the SCU Conceptual Framework at four separate points associated with specific courses and/or application processes in the program of study. Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and which affect student learning and achievement, motivation, and development, as well as the educator's own professional growth. If sincerely held, dispositions should lead to actions and patterns of professional conduct.

Teacher Work Sample (TWS) - The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. This is a required component during the clinical internship and all teacher candidates must successfully complete this component.

Clinical Practice Assessments – All teacher education candidates complete 160 hours of clinical practice prior to the clinical internship semester. Clinical practice is associated with four required courses and requires 40 hours assisting in a K-12 classroom with each of the four courses. Assessments are completed by the classroom teacher (clinical faculty) and submitted to the Department of Education office.

Clinical Internship Evaluations – All stakeholders (candidate, clinical faculty, and university supervisor) involved in the clinical practice semester provide important assessment information. Evaluation data is collected by the SCU Department of Education office, aggregated by Teacher Education Director, and shared with the SCU Teacher Education Council. The TEC is the final authority for utilizing data for EPP improvement (Table 4.6.2b).

Candidate Evaluations – Candidates complete a self-evaluation to identify strengths and weaknesses in their clinical practice performance. Candidates also evaluate P-12 Clinical Faculty, University Supervisor, and SCU Teacher Education Program. Evaluation instruments are grounded in the SCU Conceptual Framework and the InTASC Standards as a method of providing constructive feedback to be used for program improvement.

P-12 Clinical Faculty Evaluations – The P-12 clinical faculty assesses the clinical intern's knowledge, skill, and disposition throughout and at the conclusion of internship. Evaluations are returned to SCU Teacher Education Director and program coordinator, evaluated for deficiencies, and used to assess candidate's overall classroom performance. P-12 Clinical Faculty also evaluates the University Supervisor and the SCU Teacher Education Program. Evaluation instruments are grounded in the SCU Conceptual Framework and the InTASC Standards as a method of providing constructive feedback to be used for program improvement.

University Supervisor Evaluations – The University Supervisor assesses the intern's knowledge, skill, and disposition throughout and at the conclusion of clinical internship. Evaluations are returned to SCU Teacher Education Director and program coordinator, evaluated for deficiencies, and used to assess candidate's overall classroom performance. The University Supervisor also evaluates the Clinical Faculty and the SCU Teacher Education Program. Evaluation instruments are grounded in the SCU Conceptual Framework and the InTASC Standards as a method of providing constructive feedback to be used for program improvement.

Teacher Education Program/Director Evaluations – The SCU Teacher Education Director evaluates the University Supervisor based on the requirements and guidelines provided in the SCU Teacher Education Handbook aligned with the SCU Conceptual Framework and the InTASC Standards as a method of providing constructive feedback to be used for program improvement.

Assessments at Completion of Clinical internship

	EVALUATOR			
	Candidate	P-12 Clinical Faculty	Univ. Supervisor	Teacher Education Program
Candidate	Candidate Self Evaluation	P-12 Clinical Faculty Evaluation of Candidate	Univ. Supervisor Evaluation of Candidate	
P-12 Clinical Faculty	Candidate Evaluation of Clinical Faculty		Univ. Supervisor Evaluation of P-12 Clinical Faculty	
Univ. Supervisor	Candidate Evaluation of Univ. Supervisor	P-12 Clinical Faculty Evaluation of Univ. Supervisor		Teacher Education Director Evaluation of Univ. Supervisor
Teacher Education Program	Candidate Evaluation of Teacher Education Program	P-12 Clinical Faculty Evaluation of Teacher Education Program	Univ. Supervisor Evaluation of Teacher Education Program	

Multiple Perspectives Assessment of Clinical Internship and SCU Teacher Education Program

SCU Teacher Education Council believes there is valuable insight to be gained from providing feedback options from multiple perspectives during the clinical internship semester. Also, the clinical internship is a critical component of the teacher candidate's preparation and assessments from different perspectives can be instrumental in program improvement.

All evaluation instruments are based on the written responsibilities and requirements for each participant. The evaluations are designed to provide valuable information in each area and those being evaluated have been given copies of the evaluation instrument at the beginning of the clinical internship semester. Assessment criteria are aligned to the SCU Conceptual Framework themes and learning objectives. All evaluations are submitted to the Department of Education office and data is shared in an aggregated form.

SCU Professional Dispositions of Candidates Assessment

Overview / Process

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and which affect student learning and achievement, motivation, and development, as well as the educator's own professional growth. If sincerely held, dispositions should lead to actions and patterns of professional conduct.

For Southwestern Christian University teacher preparation program candidates, these dispositions flow from the University's mission statement and the SCU Conceptual Framework. An education emphasizing spirit, service, and scholarship in the context of a Christian worldview seeks to teach, reinforce, support, and cause learners to contemplate certain foundational values which Christianity exemplifies. These normative Christian values are integral to the development, maturity, and education of ethical and morally respectable citizens who continue on the path of life-long learning and service. For teacher preparation program candidates, this is manifested in the professional dispositions associated with Caring, Reflection, Service, and Scholarship as integral components of the SCU Conceptual Framework. The SCU Conceptual Framework is aligned to the InTASC Standards 2011 and has utilized the dispositions associated with each standard as a viable assessment of teacher candidate professional dispositions.

The SCU Disposition of Candidate Assessment instrument will be completed four times during the professional teacher education program:

Assessment #1 - Foundations of Education – self assessment by teacher candidate

Assessment #2 - Foundations of Education – assessment by education faculty

Assessment #3 - Clinical Internship Application - assessment by education faculty

Assessment #4 - Clinical Internship – assessment by clinical faculty

SCU Disposition of Candidate Assessment #1

Disposition of Candidate Assessment #1 is a self-evaluation completed during the Foundations of Education course. After completing the self-assessment the teacher candidate will place it in the Portfolio and will submit a copy to the Department of Education to be placed in his/her file. The assessment is a required component of Transition #1 Admission to Teacher Education.

SCU Disposition of Candidate Assessment #2

Disposition of Candidate Assessment #2 is completed by a teacher education faculty member of the teacher candidate's choice also in conjunction with the Foundations of Education course. After completing the disposition assessment, the faculty member will discuss it with the candidate, both will sign it, and the teacher candidate will take the form to the Department of Education Office to be placed in his/her file. The assessment is a required component of Transition #1 Admission to Teacher Education.

SCU Disposition of Candidate Assessment #3

Disposition of Candidate Assessment #3 is completed by a second teacher education faculty member of the teacher candidate's choice (must be a different faculty member from Assessment #2) completed as a required component of the application process for clinical internship semester. After completing the disposition assessment, the faculty member will discuss it with the candidate, both will sign it, and the teacher candidate will take the form to the Department of Education Office to be placed in his/her file. The assessment is a required component of Transition #3 Admission to Clinical Internship.

SCU Disposition of Candidate Assessment #4

Disposition of Candidate Assessment #4 occurs during the clinical internship semester. It is completed by the clinical faculty. After completing the disposition assessment, the clinical faculty will submit the form to the Department of Education Office to be placed in his/her file. This assessment will be also be used for program and EPP assessment.

Additional Disposition of Candidate Assessments may occur at any time during a teacher candidate's education program. All of the SCU Disposition of Candidate Assessments are given equal consideration and reviewed when submitted to the Department of Education. Transfer students will be required to complete Disposition of Candidate Assessment #1 and #2 as a required component of the application to teacher education process. Completion of Disposition of Candidate Assessment #3 is required prior to applying for the clinical internship.

Each of the dispositions is rated as Target (3), Acceptable (2), or Unacceptable (1). Data from the completed Disposition form are collected and recorded for each teacher candidate including the semester and year. The score for the 41 dispositions associated with each of the four SCU Conceptual Framework themes will be summarized. Data will be used for program and EPP improvement by aggregating data within specific programs and as a whole for EPP assessment purposes.

PLAN OF IMPROVEMENT

Step One: If a teacher candidate scores an Unacceptable (1) in any area, a consultation with the faculty evaluator will occur. Specific examples are given to effectively communicate the area for concern.

Step Two: If the candidate receives four or more Unacceptable ratings in all assessments combined, then he/she will write a plan of improvement to be submitted to the Department of Education chair. Consultation(s) will occur to consider the appropriateness for the candidate to remain in the education field or to examine another career choice for the individual. A follow-up Disposition of Candidate Assessment will be conducted at the end of the semester. A candidate may be dismissed from the program if his/her dispositions are not compatible with the dispositions required for an effective teacher.

SCU Professional Dispositions of Candidates

Complete the disposition assessment instrument based on the following criteria:

- T = Target: Fully meets and exceeds the disposition standard
- A = Acceptable: Meets disposition standard; weaknesses may be found, but overall the disposition is met
- U = Unacceptable: Weaknesses are serious and must be addressed prior to positive rating

DISPOSITION	U	A	T
Caring - The caring teacher...			
1. respects learners' differing strengths and needs			
2. is committed to using learners' strengths as a basis for growth			
3. takes responsibility for promoting learners' growth and development			
4. values the input and contributions of families, colleagues, and other professionals			
5. believes that all learners can achieve at high levels			
6. respects learners as individuals with differing personal and family backgrounds			
7. makes learners feel valued			
8. values diverse languages			
9. is committed to supporting learners as they engage in purposeful learning			
10. seeks to foster respectful communication among all members of the learning community			
11. is a thoughtful and responsive listener and observer			
Reflective - The reflective teacher...			
1. is committed to engaging learners actively in assessment processes			
2. takes responsibility for aligning instruction and assessment with learning goals			
3. is committed to providing timely and effective descriptive feedback			
4. is committed to using multiple types of assessment processes			
5. is committed to making accommodations in assessments and testing conditions			
6. is committed to the ethical use of various assessments			
7. is committed to deepening awareness and understanding the strengths and needs of diverse learners			
8. values the variety of ways people communicate			
9. is committed to exploring how the use of new and emerging technologies can support and promote student learning			
10. values flexibility and reciprocity in the teaching process			
11. takes responsibility for student learning			
12. is committed to deepening understanding of his/her own frames of reference			
13. sees him/herself as a learner			
14. understands the expectations of the profession			

Service - The service-guided teacher...			
1. actively shares responsibility for shaping and supporting the mission of his/her school			
2. respects families' beliefs, norms, and expectations and seeks to work collaboratively			
3. takes initiative to grow and develop with colleagues			
4. takes responsibility for contributing to and advancing the profession			
5. embraces the challenge of continuous improvement			
6. realizes that content knowledge is not a fixed body of facts			
7. appreciates multiple perspectives			
8. recognizes the potential of bias in his/her representation of the discipline			
9. is committed to work toward each learner's mastery of disciplinary content and skills			
Scholarship - The scholarship-minded teacher...			
1. is constantly exploring how to use disciplinary knowledge			
2. values knowledge outside his/her own content area			
3. values flexible learning			
4. respects learners' diverse strengths and needs			
5. values planning as a collegial activity			
6. takes professional responsibility to assure student learning			
7. believes that plans must always be open to adjustment and revision			

Explanation(s) – Give an explanation, rationale, or example for each Unacceptable or Target assessment:

Teacher Candidate's Signature

Date

Teacher Education Faculty Signature

Date

Clinical Faculty Signature

Date

Fair, Accurate, Consistent, and Free from Bias Procedures

The Teacher Education EPP uses the following strategies to ensure fairness, accuracy, consistency, and elimination of bias throughout its assessment system:

- The EPP ensures that the assessments are linked to the EPP's Conceptual Framework; and the CAEP, InTASC, and SPA Standards as indicated and demonstrated in the alignment matrices.
- Initial undergraduate and graduate teacher candidates are informed of all requirements in the education program when they meet with their program coordinator and before they submit their application for admission to the program.
- Information about the Conceptual Framework, dispositions expected of candidates, transition points, key assessments, and other requirements are included in the Teacher Education Handbook that is available to candidates on the SCU web site and discussed during the faculty interview as part of the admission to teacher education process.
- Assessments and transition points are discussed in each Professional Teacher Education course and SCU Conceptual Framework and InTASC standards are included in syllabi.
- Rubrics that are used for program specific assessments are discussed with the candidates each semester by program faculty members. Program-based rubrics assess candidates' knowledge, skills, and dispositions are shared with the candidates within the course. Thus, candidates know what factors they will be assessed on, what is expected of them, and the level of proficiency associated with assessment.
- EPP faculty members review the rubrics used for the assessment of clinical practice competencies in EPP meetings (SCU Teacher Education Council and SCU Teacher Education faculty).
- Course content and rubrics are revised and clarified where needed.
- Assessments that are used to evaluate student teachers are discussed at the beginning of each semester with the student teachers, P-12 clinical faculty, and university supervisors.
- Data sets are triangulated wherever possible to enhance the reliability of findings.
- Evaluations include feedback from the teacher candidate, P-12 clinical faculty, university supervisor, and SCU Teacher Education Director. Each independently completes evaluations on each stakeholder according to communicated expectations aligned with the SCU conceptual framework and InTASC standards.
- EPP reports candidates' progress on its checkpoints to the SCU Teacher Education Council and SCU Teacher Education faculty. These reports allow non-EPP personnel to exam EPP data to ensure fairness and lack of bias.

Communication of Assessment Requirements

Classification	Delivery Method			
	Documents	Face-to-Face	Small Group	Resource
Freshman			Intro to Teaching course	Website Teacher Education Handbook
Sophomore	Admission to Teacher Education Application	Admission Interview	Intro to Teaching course PTE Course work	Website Teacher Education Handbook
Junior		P-12 Clinical Faculty PTE Faculty Program Advisor	PTE Course work Methods courses	Website Teacher Education Handbook
Senior	Admission to Clinical internship Application	P-12 Clinical Faculty Univ. Supervisor	PTE Course work Methods courses Clinical internship	Website Teacher Education Handbook

Candidates learn the assessment system of the program through a variety of sources. Initially, candidates learn about the EPP Assessment System through the Introduction to Teaching course or small group information meetings. During Foundations of Education all assessments and requirements are part of the curriculum. The SCU Teacher Education Handbook is also discussed along with an explanation of application forms are included. Candidates meet their advisors, and learn the transition process; how to apply for admission to teacher education and clinical internship; and all portfolio requirements. Additionally, they are also made aware of EPP and program requirements in the application process for admission as a part of the interview process.

Candidates continue to meet with their advisors to learn the required EPP and content specific assessments. This process helps students understand the major EPP assessments and achieve the conceptual framework goals as they move through the program. Clinical practice assessments are distributed to all candidates as part of their course introductions and are also available online. Information about the conceptual framework, dispositions expected of candidates, transition points, key assessments, rubrics, and other requirements are included in program handbooks and on the EPP website. The rubrics provide candidates with clear expectations of the work that they submit, and help reduce the potential bias of the rater. In addition, rubrics ensure fair evaluation for content specific assessments, portfolio check points, as well as, clinical internship evaluations. Therefore, candidates know in advance on what they will be

assessed, what the expectations are of them, and what level of proficiency is associated with each scoring decision.

The State Department of Oklahoma requires all candidates to successfully pass the OGET, OSAT, and OPTE as part of the requirements to show that they are highly qualified. These exams are nationally recognized assessments that have undergone validity and reliability studies. Other major EPP assessments utilized by the EPP are scoring guides with detailed rubrics that address issues of fairness, accuracy, consistency and bias.

Policies and Procedures for Candidates Not Meeting EPP Expectations

Candidates in both undergraduate programs work closely with their faculty advisors. EPP faculty assesses the progress of candidates and work with candidates to foresee and prevent academic problems. Members of the Teacher Education faculty assess candidates on their dispositions each semester and advise them on their progress in this area. Each semester these two areas, academic and dispositional, are used to monitor candidates' progress through their program. Candidates who experience difficulties in the program, academic or dispositional, work with their advisor to remediate deficiencies. These remediation plans may involve tutoring, retaking classes, or reviewing results from clinical practice evaluations. If candidates show improvement, no further action is required.

However for candidates who still do not meet EPP expectations, the SCU Teacher Education program has developed the following system in collaboration with administration, partner schools, P-12 clinical faculty, SCU Teacher Education Council, and SCU Teacher Education faculty. When a candidate's performance falls below expectations (determined by the SCU supervisor, P-12 clinical faculty, and/or course instructor), and informal corrective actions have not been successful, the candidate is placed on an official plan for improvement. This involves identifying the proficiencies the candidate does not meet as described in the assessment instruments utilized in each professional semester or documenting the unacceptable requirements stated in the course syllabi of the professional education programs, so a Candidate Plan for Improvement can be developed and implemented (Table 4.6.4a).

The Candidate Plan for Improvement contains a timeline for assessment as well as specific assessment procedures. The Candidate Plan for Improvement is assessed periodically during summative and formative assessment and at the end of the candidate's placement. If, at the end of the timeline, the candidate does **not** meet the requirements of the Candidate Plan for Improvement, the candidate is dismissed from the teacher education program. The candidate may appeal the dismissal to the SCU Appeals Committee by submitting an appeal in writing to the Teacher Education office. The Appeals Committee meets to review the candidate's grades, performances in the field, and assessments. The candidate is notified of the results in writing. If the Appeals Committee rejects the appeal, the candidate may appeal to the Dean of the School of Professional Studies. If the Dean of the School of Professional Studies rejects the

appeal, the candidate is dismissed from the SCU teacher education program. The Dean will provide alternate degree options and provide information.

Guidelines for Developing Candidate Plan for Improvement

STEPS	ACTIONS	WHO
1. Identification of Areas for Improvement	Appropriate areas where expectations are not acceptable: (1) Content Knowledge, (2) Pedagogical Content Knowledge, (3) Professional Pedagogy Knowledge and Skill, and (4) Dispositions (Professional Behaviors).	Teacher Education Director, Clinical Faculty, and Course Instructors.
2. Recovery	Objectives, suggestions, and/or required activities that will provide opportunities for the candidate to grow and recover in the areas that do not meet expectations.	Teacher Education Director, Clinical Faculty, and Course Instructors.
3. Expectations	Specific behaviors that must be demonstrated by the candidate and the time frame in which they must be demonstrated.	Teacher Education Director, Clinical Faculty, and Course Instructors.
4. Consequences	Consequences of meeting or not meeting the Candidate Assessment Recovery Plan objectives.	Teacher Education Director, Clinical Faculty, and Course Instructors.
5. Signatures	The Candidate Assessment Recovery Plan will be signed by the candidate, the SOTE Supervisor, the Site Collaborative Supervising Teacher, and the Dean of the School of Teacher Education.	Candidate, Teacher Education Director, Clinical Faculty, and Course Instructors., and Dean of School of Professional Studies
6. Copies	Copies of the plan will be provided to Candidate, Teacher Education Director, Clinical Faculty, and Course Instructors, and Dean of School of Professional Studies and one copy is placed in the candidate's permanent file.	

Options Following Development of the Candidate Plan for Improvement

- The candidate's progress has been satisfactory and continuous. If a Clinical Practice is involved, the Clinical Practice continues.
- The Teacher Candidate is not improving sufficiently and/or demonstrates little progress. No Clinical Practice is involved. The course instructor(s) who are involved in the development of the Plan follow the consequences outlined in the Candidate Plan for Improvement.
- The Teacher Candidate is not improving sufficiently. An alternative Clinical Practice, if available, may be recommended with the following stipulations:
 - The alternative placement request must be confirmed with a school system, and a Candidate Plan for Improvement will accompany the Teacher Candidate to that assignment. If another classroom placement is recommended, the Teacher Education Director and/or Dean of the School of Professional Studies will present to the Teacher Candidate the options concerning the timing and requirements for the assignment. **OR**
 - If an alternative placement cannot be confirmed, or if the candidate is already in an alternative assignment, a failing grade of "F" is earned.
- If the candidate's progress has not been satisfactory and continuation in the program is no longer an option, the candidate is dismissed from the program.

The candidate is informed of the decision, both in writing and in a conference. The candidate is informed of the right to appeal the decision through the University's appeal process.

NOTE: In cases where actions or behaviors are in direct violations of the SCU Student Code of Conduct, the SCU Disciplinary Process - Student Handbook Violations (SCU Student Handbook pg.49) will be followed.

Evaluation of Teacher Education EPP

Southwestern Christian University Department of Education received accreditation from the Commission Spring 2018. Until 2010, SCU departments consisted of only one faculty member and have been adding approximately 4-6 faculty members each year. The first university Assessment Day was held in April 2013 which assessed each program of study with nationally validated instruments. The Department of Education is also a newly formed entity and additional EPP assessments will be initiated after the approval process is complete. The addition of evaluation procedures has been approved by the SCU Assessment Committee and the SCU Teacher Education Council. The SCU Assessment Committee is a committee that monitors the operations and programs of the College, but is not EPP based; therefore, the Assessment Committee is a component of the EPP evaluation system but does not specifically evaluate candidates or teacher education programs. Implementation of additional assessments will be incremental to ensure meaningful use of data for program evaluation and improvement.

SCU Teacher Education recognizes assessment as a continuous process that underlies all excellent programs of teaching and learning. The EPP has designed a systematic process for determining the extent to which its initial teacher preparation programs address the outcomes of the conceptual framework. Internal and external program assessment data are collected in order to help evaluate the work of the EPP. The data is systematically reviewed and recommendations are made for EPP improvement. The goal is to direct improvement efforts in order to ensure program quality.

Currently, the EPP uses a variety of assessments to improve the operations and programs of the EPP including faculty evaluations, course evaluations, candidate evaluations, and program evaluations. The SCU Teacher Education Council, which is headed by the Department of Education Chair, has a subcommittee called the Education Assessment Committee, which maintains a consistent cycle of EPP, program, and candidate data analysis. Each teacher education program submits an assessment plan that identifies goals, intended candidate outcomes, and means of how to measure intended student outcomes with performance levels identified through the use of rubrics and other assessment instruments. Additional measures of candidates' performance are based on Oklahoma competency exams (OGET, OSAT, and OPTE), course grades, portfolio, and clinical internship.

The EPP's conceptual framework themes are aligned with the InTASC Standards 2011. The EPP assessment process gathers multiple pieces of data at each transition point and after graduation. The EPP gets feedback from principals who hired SCU graduates at the end of the first year of teaching. The TEC Assessment Committee reviews all data. The process is designed to provide data and information to the appropriate faculty members or committees to make course or program changes. The process also assesses candidate proficiencies, as outlined in the conceptual framework and EPP operations. The EPP collects data and collaborates with the SCU Office of Institutional Research and Assessment for statistical analysis. In addition to the assessment tools displayed here, the EPP also relies on GPA and state testing scores to determine eligibility for admission to the program and internship. The testing data is shared with the Teacher Education Council.

TRANSITION POINTS AT THE EPP AND PROGRAM LEVEL

Southwestern Christian University

Transition points are key points in a program when the EPP assesses candidate knowledge, skills, and dispositions, and determines if candidates are ready to proceed to the next stage. The SCU Teacher Education program consists of four transition points.

Transition I: Admission to Teacher Education Requirements

The EPP evaluates the successful completion of admission requirements to determine that teacher candidate's current level of progression toward the academic knowledge, dispositions, and performance skills necessary to enter teacher education. The Faculty

Interview is used to assess candidates' communication skills and disposition.

Transition II: Enrollment in Professional Coursework & Clinical Practice

Throughout the teacher preparation program, candidates are expected to successfully pass program-based assessments during courses and clinical practices. Candidates who are not successful on any assessment will have to first successfully complete the assessment before advancing through the program. This process is monitored through course assessments and/or transition point checks by program faculty. Each program has designated six to eight program-based assessments as part of requirements for the program review process to the Specialized Professional Associations (SPA). These key assessments include assessments of content knowledge, effective planning, impact on P-12 student learning, and additional program-based assessments.

Transition III: Admission to Clinical Internship (Student Teaching)

Approval for clinical internship provides a key assessment point for initial candidates within teacher education programs. For clinical practice approval, candidates submit an application to the SCU Department of Education office and are approved by their department (including both education and content area departments). Each department checks to ensure candidates have met the necessary requirements and makes recommendations to the Teacher Education chair for placements in the internship clinical experience.

Transition IV: Recommendation for Certification

The SCU Department of Education office determines if teacher candidates meet the requirements for recommendation for certification. OGET, OSAT, and OPTE scores, GPA, and course grades qualify applicants and candidates. The evaluation of SPA-specific assessments, portfolios, development and delivery of EPP plans, and clinical practice evaluations determine candidate proficiencies. Survey analysis of clinical faculty, supervisor, and principals help determine the competence of candidates. The quality of the EPP and program is determined by course evaluations and surveys completed by graduates, clinical faculty, and principals. The EPP deliberates the recommendations of the university faculty and clinical faculty to determine that teacher candidates successfully complete all components of the program to earn a degree. At the final clinical internship, all clinical interns complete a series of assessments. These include a self-assessment, an assessment of the clinical faculty, an assessment of the university supervisor, and an assessment of the teacher education program. These assessments help the SCU Teacher Education Council, as well as the faculty, to assess the quality and appropriateness of each clinical practice placement. The assessments also allow candidates to assess the quality of coursework, preparation, and the overall clinical internship experience.

The EPP has an organized Plan for Improvement if assessments indicate that candidates are not yet ready to proceed to the next stages of their programs.

Professional Code of Ethics for Teacher Candidates

Based on the Oklahoma Standards of Performance and Conduct for Teachers (p. 91)

All candidates seeking admission to teacher preparation are asked to sign the agreement below. Any behavior that violates SCU'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 caring, reflective educators and contributing professionals in the global community.

Commitment to Students

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, the teacher candidate:

1. Shall support students in independent action in the pursuit of learning;
2. Shall provide students 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 social economic 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.

Commitment to the Profession

To assure that the quality of the services of the teaching profession meets the expectations of the university, the state and its citizens, the teacher candidate shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

In fulfillment of the obligation to the profession, the teacher candidate:

1. Shall adhere to Southwestern Christian University Student Code of Conduct, particularly in regard to classroom behaviors, interactions with others, and academic dishonesty;
2. Shall accurately report, in applications and in all university documents, all material facts and information related to competency and qualifications;

3. Shall refrain from disclosing information about professional colleagues obtained in the course of coursework or clinical practices unless disclosure serves a compelling professional purpose or is required by law;
4. Shall not knowingly make false or malicious statements about colleagues, peers, or faculty members in respect to character, education, or other relevant attributes;
5. Shall refrain from accepting any gratuity, gift, or favor that might impair or appear to influence professional decision or actions;
6. Shall refrain from assisting entry into the program of a person known to be unqualified in respect to character, education, or other relevant attribute;
7. Shall model responsiveness to diverse learners, lifelong learning and reflection, and professionalism.

Commitment to the Community

Teacher candidates, in fulfilling citizenship responsibilities, should conduct themselves as productive members of the university, local, national, and global communities. Their actions should demonstrate their respect for all accordingly.

In fulfillment of the obligation to the community, the teacher candidate:

1. Shall endeavor to understand community cultures and relate the home environment of students to the school;
2. Shall demonstrate good human relations and communication skills with parents and others to improve public schools in the community;
3. Shall engage family and community support;
4. Shall serve the community and the profession;
5. Shall use community and school resources appropriately and effectively;
6. Shall evaluate the effects of his/her choices and actions on others and make necessary changes;
7. Shall maintain the dignity necessary to gain the respect of the community;
8. Shall manifest a positive role in school-public relations;
9. Shall exhibit a tolerant, fair, and objective attitude toward other groups and individuals of diverse backgrounds.

Candidate Agreement

I have read and will abide by the principles of the SCU Teacher Education Code of Ethics. I understand that the consequences of violating this agreement can include various disciplinary actions including denial or revocation of admission to the teacher education program.

Name (print) _____ ID# _____

Signature _____ Date _____

Oklahoma Standards of Performance and Conduct for Teachers

PRINCIPLE I

COMMITMENT TO THE STUDENTS

Oklahoma Administrative Code (OAC) 210:20-29-3 – Effective June 25, 1993

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher 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 the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning,
2. Shall not unreasonably deny the student access to varying points of view,
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress,
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety,
5. Shall not intentionally expose the student to embarrassment or disparagement,
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly
 - a. Exclude any student from participation in any program;
 - b. Deny benefits to any students; or
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage,
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

PRINCIPLE II

COMMITMENT TO THE PROFESSION

Oklahoma Administrative Code (OAC) 210:20-29-4 – Effective June 25, 1993

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications;
2. Shall not misrepresent his/her professional qualifications;

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position;
5. Shall not assist an unqualified person in the unauthorized practice of the profession;
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
7. Shall not knowingly make false or malicious statements about a colleague; and
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

PRINCIPLE III

Title 70, Oklahoma Statute, Section 6-101.22

Subject to the provisions of the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

1. Willful neglect of duty;
2. Repeated negligence in performance of duty;
3. Mental or physical abuse to a child;
4. Incompetency;
5. Instructional ineffectiveness;
6. Unsatisfactory teaching performance; or
7. Commission of an act of moral turpitude.
8. Abandonment of contract.

Subject to the provisions of the Teacher Due Process Act, a probationary teacher may be dismissed or not reemployed for cause.

A teacher shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued, if during the term of employment the teacher is convicted in this state, the United States, or another state of:

1. Any sex offense subject to the Sex Offender Registration Act in this state or subject to another state's or the federal sex offender registration provisions; or
2. Any felony offense.
3. A teacher may be dismissed, refused employment or not reemployed after a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties. As used in this subsection:
4. "Criminal sexual activity" means the commission of an act as defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and
5. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity.
6. As used in this Section, "abandonment of contract" means the failure of a teacher to report at the beginning of the contract term or otherwise perform the duties of a contract of employment when the teacher has accepted other employment or is performing work for another employer that prevents the teacher from fulfilling the obligations of the contract of employment.

Signed into Law
April 25, 2006

Appendix A: SCU Teacher Education Glossary

Candidates - Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from “students” in PK-12 schools.

Caring Teacher – a caring teacher understands how learners grow and develop and strives to create a learning environment that meets their holistic needs. Caring involves reaching out to all students, appreciating their differences, and building a positive community for achieving high standards.

Clinical Experiences - A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Clinical practices may occur in off-campus settings such as schools, community centers, or homeless shelters. May be referred to as field experiences (previous terminology).

Clinical Faculty - School and higher education faculty responsible for instruction, supervision, and assessment of candidates during clinical practice.

Competency – The professional skills and attributes required to perform a job role. Competencies describe the contributing factors that enable a person to function in his/her role capacity, such as knowledge, experience, skill, attitude and other professional characteristics.

Conceptual Framework - An underlying structure in a professional education EPP that gives conceptual meanings through an articulated rationale to the EPP’s operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Curriculum - Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area.

Dispositions - The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Diversity - Differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region in which they live.

e-Portfolio - An electronic accumulation of evidence documenting candidate proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents can include tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, and comments by cooperating teachers or internship supervisors, and work samples.

Educator Preparation Program (EPP) - New name for the current Teacher Education Unit.

Exceptionalities - A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

Field Experiences (currently called Clinical Practice) - A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

Goal / Outcome – An abstract and general umbrella statement, under which specific objectives can be clustered. It describes the benchmarks, essential elements, essential skills, and/or performance level required to meet a standard.

Internship - Currently referred to as Student Teaching.

Interstate Teacher Assessment and Support Consortium (InTASC) - a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

National Council for the Accreditation of Teacher Education (NCATE)

Objectives – Statements that describe in precise, measurable, defined, and obtainable terms the desired learner behavior that indicate that a goal **is met**.

Pedagogical Knowledge - The general concepts, theories, and research about effective teaching and introspective of content areas.

Portfolio - An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work.

Professional Knowledge - The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge

about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Reflective Teacher - a reflective teacher continually evaluates the effects of his/her choices and actions on others and who actively seeks opportunities to grow professionally. Reflection not only occurs during the technical aspects of teaching – such as planning, teaching, assessing, evaluating, and revising – but encompasses the decisions about how to engage learners, how to encourage learners to develop a deep understanding and how to guide the learner’s decision making.

Rubrics - Written and shared protocols for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

Scholarly-minded Teacher— a scholarly teacher must possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective. However, knowing is not enough, teachers must be able to connect concepts and apply them in an educational manner meeting the needs of all learners in the pursuit of life-long learning.

School Partners - PK-12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research.

Service-guided Teacher – a service-guided teacher seeks first to serve others through leadership roles and recognizes the value of involvement; pursues collaborations with others, and serves in the P-12 environment in order to positively impact the lives of others.

Standards – Broad statements are usually established by large groups (national or state level). They are written expectations for meeting a specified level of performance.

Students - Children and youth attending PK-12 schools as distinguished from teacher candidates.

Student Teaching - Pre-service clinical practice for candidates preparing to teach.

Student Teacher. A student teacher is any student who is enrolled in an institution of higher learning approved by the State Board of Education for teacher training and who is jointly assigned by such institution of higher learning and a school district’s Board of Education to perform practice teaching under the direction of a regularly employed and certified teacher. A student teacher, while serving as a non-salaried internship under the supervision of a certified teacher shall be accorded the same protection of the laws as that accorded the certified teacher. School Laws of Oklahoma – Positions in School System-Definitions Section 18.

Teacher and Leader Effectiveness (TLE) Observation and Evaluation System. The TLE Commission has approved certain frameworks for district selection both for Teacher and Leader Evaluation. Based on the TLE Commission's recommendations, the State Board of Education named the Tulsa TLE Observation and Evaluation System for the Teacher Training Evaluation as the presumptive default framework.

Appendix B: NCATE Glossary

Accreditation - A process for assessing and enhancing academic and educational quality through voluntary peer review. NCATE accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality.

Accreditation Action Report - The report issued by the Unit Accreditation Board which indicates the unit's accreditation status and summarizes the weaknesses to which the unit must respond in its annual reports.

Advanced Preparation. Programs at post baccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as nondegree licensure programs offered at the graduate level.

Annual Report. The AACTE/NCATE Joint Data Collection Report that is required of all NCATE-affiliated institutions as a condition of accreditation. A compilation of these reports serves as primary documentation for Board of Examiner teams as they prepare for on-site accreditation visits.

Assessment System. A comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators.

Benchmark. A description or example of candidate or institutional performance that serves as a standard of comparison or evaluation or judging quality.

Board of Examiners (BOE) Report. The report prepared by the Board of Examiners team that conducts the onsite accreditation review of a unit. The report describes how the unit meets the NCATE standards and cites any weaknesses in relation to the standards.

BOE Report Rejoinder. The written response a unit is required to submit following receipt of the BOE report. The rejoinder may take the form of a letter acknowledging the receipt of the report or a document that substantively responds to the report or the conduct of the team visit.

Candidacy for Accreditation. The status granted to a unit seeking initial accreditation that has established itself as a precandidate and has met the nine preconditions for accreditation.

Candidate Performance Data. Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays or tests demonstrating subject content mastery; employer evaluations; state licensure tests; and mentoring year “portfolios” as well as assessments, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies.

Candidates. Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from “students” in P–12 schools.

Certification. The process by which a non-governmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association. [The National Board for Professional Teacher Standards grants advanced certification.]

Clinical Faculty. School and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experience and clinical practice.

Clinical Practice. Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

Conceptual Framework. An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit’s operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Content. The subject matter or discipline that teachers are being prepared to teach at the elementary, middle level, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood, school psychology, reading, or school administration).

Continuing Accreditation. The accreditation decision rendered by NCATE following a successful accreditation visit five years after an institution’s professional education unit has been accredited. Accreditation is continued for as long as the unit continues to satisfy NCATE’s standards and requirements.

Continuing Accreditation with Conditions. An NCATE accreditation decision rendered by the Unit Accreditation Board following a five-year continuing visit that indicates that the unit is granted continuing accreditation, but has significant weaknesses related to one or more standards. A focused accreditation visit must take place to remove the conditions within two years after the decision was rendered.

Continuing Accreditation with Probation. An NCATE accreditation decision rendered by the Unit Accreditation Board following a five-year continuing visit that indicates that the unit is granted continuing accreditation, but has significant weaknesses overall that place the unit's accreditation in jeopardy if they are left uncorrected. An accreditation visit that follows the protocol for an initial visit must be scheduled by the unit and take place within two years of the semester in which a probationary decision was rendered.

Cultural Background. The context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Curriculum. Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area.

Dispositions. The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Distance Learning. A formal educational process in which the major portion of the instruction occurs when the learner and the instructor are not in the same place at the same time.

Diversity. Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Elements of Standards. The major components of each standard that are described in the rubrics and explanations that accompany the standards. Board of Examiners teams will look for evidence that the unit and its programs address the elements.

Exceptionalities. A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

Field Experiences. A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

Full-time Faculty. Employees of a higher education institution with full-time assignments with the professional education unit as instructors, professors at different ranks, administrators, and professional support personnel.

General Education Knowledge. Theoretical and practical understanding generally expected of a liberally educated person. General education includes developing knowledge related to the arts, communications, history, literature, mathematics, philosophy, sciences, and the social studies, from multicultural and global perspectives.

Global Perspective. An understanding of the interdependency of nations and peoples and the political, economic, ecological, and social concepts and values that affect lives within and across national boundaries. It allows for the exploration of multiple perspectives on events and issues.

Governance. The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all school personnel prepared at the institution.

Higher Education Faculty. Full-time or part-time employees of an institution of higher education.

Information Technology. Computer hardware and software; voice, data, network, satellite and other telecommunications technologies; and multimedia and application development tools. These technologies are used for the input, storage, processing, and communication of information.

Initial Accreditation. The decisions rendered by NCATE when an institution's professional education unit meets NCATE's standards and requirements for the first time.

Initial Teacher Preparation. Programs at baccalaureate or post baccalaureate levels that prepare candidates for the first license to teach.

Institutional Report. A report that provides the institutional and unit contexts, a description of the unit's conceptual framework, and evidence that the unit is meeting the NCATE unit standards. The report serves as primary documentation for Board of Examiners teams conducting on-site visits. (See the Handbook for Continuing Accreditation Visits or the Handbook for Initial Accreditation Visits for details.)

Institutional Standards. The unit's declaration of the knowledge, skills, and dispositions expected of candidates preparing to teach or do other work in schools. The

institutional standards should identify candidate proficiencies and be reflected in the unit's conceptual framework.

Interim Report. A report prepared by a unit that describes changes and improvements in, and evaluations of, the unit's programs since the previous program review. The interim report submitted one year before the unit's continuing accreditation visit, is reviewed by the Specialized Professional Association (SPA) to continue program approval.

Internship. Generally, the post-licensure and/or graduate clinical practice under the supervision of clinical faculty; sometimes refers to the preservice clinical experience.

INTASC. The Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

Knowledge Bases. Empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

Licensure. The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (Some state agencies call their licenses certificates or credentials.)

Multicultural Perspective. An understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and the geographical area.

Nationally Recognized Program. A program that has met the standards of a specialized professional association that is a constituent member of NCATE. An institution's state-approved program also will be considered a nationally recognized program if the state program standards have been approved by the appropriate national association. [Nationally recognized programs are listed on NCATE's website or in the biennial guide of institutions with initial teacher preparation programs.]

NBPTS. The National Board for Professional Teacher Standards, an organization of teachers and other educators, which has developed both standards and a system for assessing the performance of experienced teachers seeking national certification.

Other Professional School Personnel. Educators who provide professional services other than teaching in schools. They include, but are not limited to, principals, reading specialists and supervisors, school library media specialists, school psychologists, school superintendents, and instructional technology specialists.

Part-time Faculty. Employees of a higher education institution who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-

time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Pedagogical Content Knowledge. The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.

Pedagogical Knowledge. The general concepts, theories, and research about effective teaching, regardless of content areas.

Performance Assessment. A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and dispositions, including their abilities to have positive effects on student learning.

Performance-based Licensing. Licensing based on a system of multiple assessments that measure a teacher candidate's knowledge, skills, and dispositions to determine whether he/she can perform effectively as a teacher or in another school specialty.

Performance-based Program. A professional preparation program that systematically gathers, analyzes, and uses data for self-improvement and candidate advisement, especially data that demonstrate candidate proficiencies, including positive effects on student learning.

Performance-based Accreditation System. A practice in accreditation that makes use of assessment information describing candidate proficiencies or actions of professional education units as evidence for determining whether professional standards are "met" or "not met." It contrasts with accreditation decisions based solely on course offerings, program experiences, and "inputs" as the evidence for judging attainment of professional standards.

Performance Criteria. Descriptions or rubrics that specify qualities or levels of candidate proficiency that are used to evaluate candidate performance.

Performance Data. Information that describes the qualities and levels of proficiency of candidates, especially in application of their knowledge to classroom teaching and other professional situations. Sometimes the phrase is used to indicate the qualities and levels of institutional practice, for example, in making collaborative arrangements with clinical schools, setting faculty professional development policies, or providing leadership through technical assistance to community schools.

Policymakers. Representatives of public and governmental agencies with public education responsibility at the national, state, and local levels.

Portfolio. An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work.

Precandidate Unit. A unit that has filed an “Intent to Seek NCATE Accreditation” form and has begun to pay NCATE’s annual base fees.

Preconditions for Accreditation. Nine fundamental requirements that undergird NCATE’s standards that must be met before a unit is permitted to advance to candidacy for initial accreditation.

Professional Community. Full- and part-time faculty (including clinical faculty) in the professional education unit, faculty in other units of the college/university, P–12 practitioners, candidates, and others involved in professional education.

Professional Development. Opportunities for professional education faculty to develop new knowledge and skills through in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P–12 schools, etc.

Professional Development Schools. Specially structured schools in which the P–12 school and higher education faculty collaborate to (1) provide practicum, student teaching, and internship experiences; (2) support and enable the professional development of school and higher education faculty; (3) support and enable inquiry directed at the improvement of practice; and (4) support and enhance student achievement. PDSs require the institutional commitment of colleges and universities, school districts, and teachers’ organizations.

Professional Education Faculty. Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit.

Professional Knowledge. The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Program. A planned sequence of courses and experiences leading to a degree or recommendation for a state license.

Program Approval. Process by which a state governmental agency reviews a professional education program to determine if it meets the state's standards for the preparation of school personnel.

Program Report. The report prepared by faculty responsible for a program (e.g. math education, elementary education) responding to Specialized Professional Association (SPA) standards.

Provisional Accreditation. An NCATE accreditation decision rendered by the Unit Accreditation Board following an initial visit that indicates that the unit is provisionally accredited, and has significant weaknesses related to one or more standards. A focused accreditation visit must take place to remove the provisional status within two years of the time the decision was rendered.

Rubrics. Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

SASB. Specialty Area Studies Board

Scholarship. Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

School Faculty. Licensed practitioners in P–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.

School Partners. P–12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research.

Service. Faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

Skills. The ability to use content, professional, and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.

SPAs. Specialized Professional Associations. The national organizations that represent teachers, professional education faculty, and other school personnel who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education),

administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are constituent members of NCATE and have standards for both students in schools and candidates preparing to work in schools.

SPA Program Review. The process by which the specialized professional associations assess the quality of teacher preparation programs offered by an institution. (Institutions are required to submit their programs for review by SPAs as part of the NCATE preconditions process, unless the state's program standards have been approved by NCATE's Specialty Areas Studies Board for the review of institutions' teacher education programs.)

SPA Program Standards. Standards developed by national professional associations that describe what professionals in the field should know and be able to do.

SPA State Program Standards Review. The process by which the specialized professional associations evaluate the degree to which a state's program standards are aligned with the SPA standards. (In states where state program standards are judged to be substantially aligned with SPA standards, the state standards will be approved by NCATE's Specialty Area Studies Board, and NCATE will defer to the state's review of institutions' teacher education programs.)

SPA Report. The written findings (or a critique) by a specialized professional association of (1) an institution's programs for the preparation of teachers or other education professionals, or (2) a state's program standards.

SPA Report Rejoinder. (1) A unit's written response to a specialized professional association's review of the unit's teacher preparation programs. (2) A state's written response to a specialized professional association's review of the state's program review standards.

SPB. Specialty Area Studies Board

Standards. Written expectations for meeting a specified level of performance. Standards exist for the content that P–12 students should know at a certain age or grade level.

State Approval. Governmental activity requiring specific professional education programs within a state to meet standards of quality so that their graduates will be eligible for state

State Consultant. An individual from the state agency with teacher education authority who serves as a resource to the BOE team during on-site visits, along with an NEA/AFT state affiliate representative. The consultant provides clarification of state conditions and policies.

State Director of Teacher Education. State education agency official responsible for administering policies and programs related to teacher preparation and licensing.

State Professional Standards Board. State governing body with authority for teacher licensing, licensing of other school personnel, license renewal/revocation, and/or teacher education program approval within a state.

State Program Approval Standards. The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. In most states, college and university programs must meet state standards in order to admit candidates to those programs.

State Program Review. The state education agency assessment of the quality of programs offered by a professional education unit.

State Program Standards Report. Documentation submitted to a SPA by a state that demonstrates how state program standards are aligned with SPA program standards.

State Protocol. Rules, procedures, and expectations for NCATE, the state, the state higher education commission (when applicable), and the unit for conducting joint state-NCATE site visits in NCATE partnership states.

State Standards. The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. In most states, college and university programs must meet state standards in order to admit candidates to those programs.

Student Teaching. Preservice clinical practice for candidates preparing to teach.

Students. Children and youth attending P–12 schools as distinguished from teacher candidates.

Technology, Use of. What candidates must know and understand about information technology in order to use it in working effectively with students and professional colleagues in the (1) delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional productivity.

Technology Education. The study of technology, which provides an opportunity for students to learn about the processes and knowledge related to technology that are needed to solve problems and extend human capabilities.

Third-year Review. A report prepared by NCATE three years following an accreditation visit that provides feedback to the unit based on annual reports submitted since the previous visit. This review is intended to help the unit focus on areas of continuing

weakness, to indicate weaknesses that appear to have been corrected, and to indicate areas of emerging concern.

UAB. Unit Accreditation Board.

Unit. The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Also known as the “professional education unit.”

Unit Head. The individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.

Unit Review. The process by which NCATE applies national standards for the

Weakness. A statement written in the Board of Examiners report indicating that a unit has not met expected levels

Appendix C: CAEP Glossary

Accreditation - (1) A process for assessing and enhancing academic and educational quality through voluntary peer review and informing the public that an educator preparation provider (EPP) has met standards of educational quality. (2) The decision rendered by CAEP when an EPP meets CAEP standards and requirements.

Accreditation Council - The governance body that grants or withholds accreditation of an educator preparation provider (EPP), based on the findings of one of CAEP’s Commissions. The Council also certifies whether the CAEP followed its policies and procedures in making its recommendations.

Accreditation Cycle - The length of time between site visits, which is generally two to seven years depending on the educator preparation provider’s (EPP) accreditation status.

Accreditation Information Management System (AIMS) - CAEP’s data collection and management system used by (1) educator preparation providers (EPPs) to submit and access reports and forms; (2) CAEP staff to monitor the accreditation process, site visitor assignments and reports, program reviews, annual reports, and state partnership agreements; and (3) CAEP site visitors, Commissioners, and Accreditation Council members to conduct their work.

Accreditation Pathway - The choice made by educator preparation providers (EPPs) to guide their self-study format, formative evaluation, and site visit. CAEP currently has three pathways: Continuous Improvement (CI), Inquiry Brief (IB), and Transformation Initiative (TI).

Accreditation Plan - An educator preparation provider's (EPP's) identification of sites outside of the main campus or administrative headquarters and the programs for the preparation of educators that are offered at each site. This information is used by CAEP staff and site visit team chairs/leads to plan the site visit, including the sites that will be visited by team members in-person or via technology.

Accreditation Report - The report issued by the Accreditation Council that indicates the educator preparation provider's (EPP's) accreditation status, standards met, areas for improvement and/or stipulations, and includes a justification for citing the areas for improvement or stipulations.

Accreditation Status - The public recognition that CAEP grants to an educator preparation program (EPP) based on evidence of whether or not it meets CAEP's standards and requirements. EPPs receive a status of accreditation for two or seven years, denial, or revocation.

Accredited - The status of an educator preparation provider (EPP) that has met CAEP standards and other requirements.

Adverse Action - An accreditation decision based on evidence that an educator preparation provider (EPP) does not meet one or more of CAEP's standards and requirements, resulting in denial or revocation of accreditation.

All P-12 Students - Defined as children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.

Alternate Route Programs - Post-baccalaureate programs for teacher candidates who did not prepare to teach during their undergraduate studies. These programs generally lead to a recommendation for a state license, accommodate the schedules of adults, and recognize candidates' earlier academic preparation and life experiences. In some instances, candidates may be employed as educators while enrolled. Examples of alternate route programs include, but are not limited to, Master of Arts in Teaching (MAT) programs, residency programs, Teach for America, and Troops to Teachers programs.

Annual Fees - The payment required each year by an educator preparation provider (EPP) to retain its accreditation status, to have access to AIMS for annual report submission, and to support CAEP activities as outlined in its mission and strategic plan.

Annual Report - (1) A report submitted through AIMS each year by accredited educator preparation providers (EPPs). In the annual report, the EPP addresses any areas for improvement cited in the accreditation report, identifies any substantive changes in the EPP, includes the link to candidate performance data on its website, and responds to other prompts as requested. (2) A report to the public prepared annually by CAEP based on its accreditation activity.

Appeal - A request by an educator preparation provider (EPP) that CAEP reconsider an adverse accreditation decision. (See CAEP's policies and procedures for details on appeals.)

Appeals Committee - The Committee of the Accreditation Council from which Appeals Panel members are drawn to hear an appeal.

Appeals Panel - The five-member group appointed from the Appeals Committee by the CAEP President to hear an appeal. The panel determines the outcome of an appeal according to CAEP's policy and procedures.

Appeals Petition - The document prepared by an educator preparation provider (EPP) to explain its grounds presenting an appeal of an adverse decision.

Appendix E - A template in the IB pathway for EPP educators to conduct an inventory of the evidence available to demonstrate candidate achievement. Appendix E is included in the Inquiry Brief self-study report and audited during the site visit.

Area for Improvement (AFI) - The statement written by a site visit team or Commission that is a recommendation for continuous improvement related to one or more indicators in a standard. An educator preparation provider (EPP) reports on its progress at addressing an area for improvement in its subsequent annual reports to CAEP.

Assessment - An evaluated activity or task used to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and the scoring guide used to evaluate it.

Audit - A site visitor team's examination and verification of the self-study and supporting evidence presented by the educator preparation provider (EPP) to make its case for accreditation.

Audit Task - One of a series of tasks related to a component of the CAEP standards that is undertaken by site visitors. An audit task is composed of a target statement or table from the self-study report and a probe.

Benchmark - A description or example of educator candidate or educator preparation provider's (EPP) performance that serves as a standard of comparison for the evaluation or judgment of quality.

Board of Directors CAEP governance body that is responsible for policy development; election of board members, committee members, and co-chairs of the Council; and the financial affairs of CAEP.

Branch Campus - A campus that is physically detached from the parent university or college. A branch campus generally has full student and administrative services with a chief executive officer and may be regionally accredited separately from the parent campus.

Bylaws - The formal policies and practices that govern CAEP, defining CAEP's members; the size of the board and how it functions; the roles and duties of directors and officers; the roles and duties of the Board of Directors, Accreditation Council, Commissions, and committees of the board; rules and procedures for holding meetings and electing directors; conflict-of-interest policies and procedures; the fiscal management of the agency; and other essential governance matters.

CAEP Coordinator - The person(s) identified by the educator preparation provider (EPP) to manage preparations for an accreditation visit.

Candidacy Status - The distinction granted a non-accredited educator preparation provider (EPP) after it has completed a formative evaluation by CAEP.

Candidate - Individuals preparing for professional education positions in schools that serve students in preschool through grade twelve.

Candidate Feedback - Evaluation of programs, instruction, and the policies and procedures of educator preparation providers (EPPs) by candidates preparing to teach or work in schools. Candidate feedback may be sought through surveys, focus groups, or other means.

Candidate Performance Data - Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and professional dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays, or tests demonstrating subject content mastery; employer evaluations; state licensure tests; and mentoring year

portfolios as well as assessments, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies.

Capacity - An educator preparation provider's (EPP) ability to support the development of expected proficiencies by candidates to effectively work in schools and help P-12 students learn through adequate resources and technology, qualified faculty, and quality assurance systems.

Caring - A relationship between an educator and student, or a leader and staff that is defined by the educator's unconditional acceptance of the student, the educator's intention to address the student's educational needs, the educator's competence to meet those needs, and the student's recognition that the educator cares. Caring is assessed through candidate performance and observation of candidates in classrooms.

Case Analysis - An analysis focused on the CAEP standards of the educator preparation provider's (EPP) case for accreditation. The analysis cites evidence in the record that is consistent or inconsistent with CAEP's requirements and standards, including whether or not there are credible rival hypotheses for evidence put forward in the EPP's self-study. The case analysis is prepared by the lead site visitor and the Commissioner responsible for presenting the case for use by IB Commissioners as they develop recommendations about standards being met.

Certificate - A license issued by a state agency that indicates an individual has met requirements to teach or serve in another professional education role in a school.

Certificate/Licensure Level - A program for the preparation of educators that provides the courses for a certificate/license, but is not an education major or does not lead to a degree. The most common certificate/licensure level programs are (1) undergraduate programs in which educator candidates major in a specialty field other than education, but complete the course requirements for a certificate/license, or (2) post-baccalaureate or post-master's programs that provide the coursework for a certificate/license without a degree.

Certification - The process by which a nongovernmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association. (The National Board for Professional Teaching Standards grants advanced certification.)

Claims - The statements in the Inquiry Brief self-study report to describe how an educator preparation provider (EPP) meets CAEP standards in preparing competent, caring, and qualified educators (i.e., teachers, administrators, and other school professionals).

Clarification Questions - A set of questions about the Inquiry Brief self-study report that are prepared as part of the formative evaluation that need clarification in writing before the site visit begins. These questions are included, with the educator preparation provider's answers, in the site visit report and may lead to follow-up tasks during the visit.

Clinical Educators - All EPP- and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences.

Clinical Experiences - Candidate activities in a variety of settings including schools, community-based centers, and homeless shelters as well as through simulations, video analyses, and other virtual opportunities such as online chats with students.

Clinical Practice - Student teaching or internships that provide candidates with an intensive and extensive culminating school-based activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

Code of Ethics - Guidelines for the appropriate behavior of CAEP board members, Commission members, Accreditation Council members, committee members, site visitors, program reviewers, and staff as they conduct CAEP business. CAEP's code of ethics can be accessed in the CAEP Policy and Procedures Manual.

Code of Good Practice - The seven statements accepted by members of the Association of Specialized and Professional Accreditors (ASPA) that define ideal behaviors of national accreditors in the conduct of their work. (See <http://www.aspa-usa.org>.)

Cohort - A group of candidates admitted at the same time, e.g., a class entering in a fall semester.

Commission - One of three governing bodies that make recommendations for an EPP's accreditation based on standards being met and identifies areas for improvement and/or stipulations for presentation to CAEP's Accreditation Council. Each Commission also certifies whether CAEP followed its policies and procedures. An educator preparation provider (EPP) is assigned to the Commission that is responsible for the accreditation pathway selected by the EPP: the Continuous Improvement (CI) Commission, the Inquiry Brief (IB) Commission, or Transformation Initiative (TI) Commission.

Commission Review Panel - A 3-4 person group from the Accreditation Commission that examines the self-study, site visitors report, and other accreditation documents for

an educator preparation provider (EPP) that hosted a visit in the previous semester. The Review Panel makes a recommendation to the Joint Review Team of the Accreditation Council on the standards met, areas for improvement and/or stipulations for the EPPs that they have reviewed.

Commitment - The obligations of an educator preparation provider (EPP) and its sponsoring organization, college, or university to support quality preparation of educators for their work with children and pupils.

Competencies - See Proficiencies.

Complaint Review Committee - A committee of the Accreditation Council with responsibility for reviewing and taking action on valid complaints related to an educator preparation provider (EPP) or CAEP.

Complaints - A letter that accuses (1) an educator preparation provider (EPP) of no longer meeting one or more of the CAEP standards or (2) CAEP of not implementing its policies and procedures.

Completer - Candidates exiting from degree programs and also candidates exiting from other higher education programs or preparation programs conducted by alternative providers that may or may not offer a certificate or degree.

Compliance - Meeting of standards and their components as shown through evidence presented by an educator preparation provider (EPP).

Component - Key attributes of a standard that, taken together, comprise the entire content of a standard. Each component is explicitly identified and described. An area for improvement or a stipulation related to a component may be cited if the evidence related to a component is sufficiently weak or below standard.

Confidentiality - A policy that requires site visitors, Commissioners, Councilors and staff not to disclose or discuss information from an educator preparation provider's (EPP) self-study, related evidence, interviews, or CAEP's decision-making outside of site visitor meetings or CAEP's governance board meetings.

Conflict of Interest - Any association, relationship, business arrangement, or circumstance related to an applicant for accreditation by anyone involved in the accreditation process that might suggest to disinterested and objective referees that his or her actions were contrary to CAEP policy; contrary to its stated duties to its clients, members, and stakeholders; or for personal gain or the gain of family, close friends, or non-CAEP associates.

Consumer Information - Information about the status and trends of outcomes for completers that should be available for prospective candidates, parents of applicants, employers of completers, parents of P-12 students and generally for the public.

Content Knowledge - The acquisition and understanding of facts, truths, or principles associated with the academic disciplines that are taught at the elementary, middle, and/or secondary levels, or a professional field of study such as special education, early childhood education, school psychology, reading, or school administration.

Continuing Accreditation - The process of an educator preparation provider (EPP) renewing its accredited status as outlined in CAEP Policies and Procedures Manual.

Continuous Improvement - An organizational process through which data are collected on all aspects of a provider's activities; analyzed to determine patterns, trends, and progress; and used to define changes for the purpose of improving the quality of programs, faculty, candidates, policies, procedures, and practices of educator preparation.

Continuous Improvement (CI) Commission - The CAEP governing body that is responsible for determining the standards that are met by an educator preparation provider (EPP) in the continuous improvement pathway.

Continuous Improvement (CI) Pathway - One of the three CAEP accreditation pathways in which an educator preparation provider (EPP) provides evidence that standards are met. The focus of the self-study is on the ways the EPP has been strengthened and the improved quality of its completers since the previous accreditation visit.

Continuous Improvement (CI) Self Study - The process undertaken by an educator preparation provider (EPP) to evaluate itself against the CAEP standards and the resulting document that makes the EPP's case for meeting the standards under the CI accreditation pathway.

Council for the Accreditation of Educator Preparation (CAEP) - A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013.

Council Joint Review Team - A group comprised of Review Panels from two Commissions that reviews accreditation case materials and a Commission's report of the standards met and areas for improvement and stipulations, if any, cited for an

educator preparation provider (EPP) to develop a recommendation for accreditation status for presentation to the Accreditation Council.

Curriculum - Courses, experiences, and assessments for preparing educator candidates to teach students at a specific age level, to teach a specific subject area, or to work as another school professional such as a principal, school library media specialist, or superintendent.

Cut Score - The minimum level of performance that a state or EPP deems acceptable evidence of quality on an assessment such as a state licensure test or local assessment instrument.

Data Analysis - The process of reviewing, aggregating, disaggregating, summarizing, and studying candidate assessment and other data that provide information about the quality and effectiveness of the educator preparation provider (EPP), its programs, its educators, and its candidates.

Denial - The accreditation decision when an EPP's case for accreditation does not provide a preponderance of evidence that it meets CAEP standards and requirements.

Disability - As defined by the American for Disabilities Act (ADA) Amendments Act of 2008, "the term 'disability' means, with respect to an individual—(A) a physical or mental impairment that substantially limits one or more major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such an impairment."

Discipline - The subject that a teacher teaches or the professional field in which an educator practices. (See Content Knowledge.)

Dispositions - See Professional Dispositions.

Distance Education - A formal educational process in which instruction occurs when the learning and the instructor are not in the same place at the same time. Distance learning can occur through virtually any media including asynchronous or synchronous, electronic, or printed communications.

Diversity - Differences among groups of people and individuals based on ethnicity, race, culture, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation or identification, geographic origin, or any number of other factors.

Doctoral Degree or Doctorate - An academic award from a university for advanced study in a specialized field and the completion of a research or professional project such as a dissertation. Educators generally are awarded a PhD or EdD.

Educator - Teacher, principal, specialized instructional support personnel, instructor, faculty member at an educator preparation provider (EPP), or other staff member who directly provides instruction or services such as a school library media specialist, counselor, or paraprofessional.

Educator Preparation Provider (EPP) - An entity responsible for the preparation of educators at a nonprofit or for-profit institution of higher education, school district, organization, corporation, or governmental agency. It is the EPP that prepares the self-study report and hosts a site visit to make its case for accreditation by CAEP.

Eligibility - The initial requirements that must be met by an educator preparation provider (EPP) to establish candidacy prior to submitting its case for accreditation to CAEP. The requirements for eligibility can be found on CAEP's website (caepnet.org).

Endorsement - An addition to an educator's state license that allows the educator to teach a subject different from that specified on the original license, work with another group or age level of students, or provide professional services in schools. An endorsement generally requires fewer hours than a major.

EPP Response to the Site Visitors Report - The document prepared by an educator preparation provider (EPP) in response to the site visitor report. The EPP response is one of the primary documents considered by the Commissions as they develop their recommendations for standards being met.

Ethical Behavior - Actions based on principles that help, rather than harm, society and are morally correct. CAEP volunteers and staff are expected to uphold the highest ethical behavior as they conduct their CAEP responsibilities.

Evaluation of Site Visitors - Feedback on the performance of site visitors by educator preparation providers (EPPs), peers on the site visit team, state consultants, and state members of the site visit team (if any). These evaluations are used to determine whether to continue to assign a site visitor to a team, to recommend the site visitor for another term, and to learn if the site visitor is ready to serve in a leadership role.

Evidence - The body of facts and analysis that meets the standards of contemporary scholarship and warrants the claims and assertions made by an educator preparation provider (EPP) about each of the CAEP standards.

Evidence of Candidate Learning - Multiple measures of educator candidate learning that include valid and reliable assessment data of (1) candidate performance against state and national standards; (2) positive impact on student learning; (3) performance in clinical experiences; and (4) professional dispositions as well as other appropriate measures of performance as determined by the state or educator preparation provider (EPP).

Evidence of Student Learning - Multiple measures of student learning that include (1) valid and reliable student assessment data based on P-12 student learning gains on state student academic assessments, formative assessments, summative assessments, and objective performance-based assessments; (2) student work, including measures of performance criteria and evidence of student growth; (3) teacher-generated information about student goals and growth; (4) parental feedback about student goals and growth; (5) assessments of engagement and self-efficacy; and (6) other appropriate measures as determined by the state or school districts.

Executive Committee - A standing committee of the CAEP Board of Directors consisting of the Chair, the Vice-Chair, the Treasurer, the President, the CI and IB Commission Chairs, and the Chair of the Nominating Committee. The Executive Committee has the authority to make decisions on behalf of the Board on administrative and time-critical matters that arise between Board meetings.

Extension of Accreditation - A change in the term of accreditation that results because of a delay or postponement of an educator preparation providers' (EPP's) site visit following CAEP Policy XVII, Good Cause Extension. Extensions may be granted for one semester or one year.

Faculty - See Professional Education Faculty.

Fairness - The commitment demonstrated by candidates in striving to meet the educational needs of all students in a caring, nondiscriminatory, and equitable manner.

Fees - Financial assessments paid annually by educator preparation provider (EPP) to retain CAEP accreditation.

FERPA - The Family Educational Rights and Privacy Act, a federal law that protects the privacy of student education records. Although educator preparation providers (EPPs) generally must have candidates' permission to release their education records, FERPA allows institutions/organizations to disclose those records, without consent, to accrediting organizations.

Field Experiences - Early and ongoing opportunities in schools, school districts, and community-based centers in which candidates observe, assist, tutor, instruct, and/or conduct research.

Fifth-year Graduate Program (Non-degree) - A one-year program of study beyond the baccalaureate level, leading to a state licensure to teach but not a master's degree.

Fiscal and Administrative Capacity - The ability of an educator preparation provider (EPP) to support programs that prepare educator candidates who meet state and national standards and can help students learn at expected levels.

Five-year Combined Bachelor's/Master's Program - A preparation program for educator candidates that begins at the bachelor's level and ends with a master's degree. The fifth year of many of these programs includes extended clinical practice that sometimes is a full-year-long internship.

Formative Evaluation - A process that provides feedback to an educator preparation provider (EPP) as it progresses through the accreditation process. The offsite reviews of evidence and the self-study provides feedback to all EPPs several months before the onsite visit.

Freedom of Information Act (FOIA) - A federal law that allows for the full or partial disclosure of previously unreleased information and documents controlled by the U.S. government. In its application for recognition from the U.S. Department of Education, CAEP may redact the names of educator preparation providers and individuals in the documents submitted and identify other materials that would be exempt from public disclosure.

Good Cause Extension - The delay of a site visit for one year based on reasons that are beyond the control of an educator preparation provider (EPP).

Governance - The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all school professionals prepared by the educator preparation provider (EPP).

Group average - The GPA and standardized test scores are averaged for all members of a cohort or class of admitted candidates. Averaging does not require that every candidate meet the specified score. Thus, there may be a range of candidates' grades and scores on standardized tests.

Growth Scores - Comparison of standardized test scores for a P-12 student from year to year with the expectation that students show academic growth in each subject or discipline from one year to the next.

High-need Local Education Agency (LEA) - A school district that serves not fewer than 10,000 low-income children; for which not less than 20 percent of the children served by the agency are low-income children; that meets the eligibility requirements for funding under the Small, Rural School Achievement Program; or that has a percentage of low-income children that is the highest quartile among such agencies in the state.

Impact on P-12 Student Learning - The result of an educator's performance that leads to the academic achievement of P-12 students in classrooms and schools.

Induction Program - A formalized program for new teachers and principals during the first two years of teaching or leading a school that is designed to provide support for, improve the professional performance of, and advance the retention of beginning teachers and principals.

Initial Review of the Evidence - The formative evaluation of and feedback on the self-study report and supporting evidence that is conducted prior to a site visit.

Innovation - Implementation of something new or different in the preparation of educators that leads to the improvement of teaching and support of student learning.

Inquiry Brief (IB) Commission - The CAEP governing body that is responsible for determining the standards that are met by an educator preparation provider (EPP) in the Inquiry Brief pathway.

Inquiry Brief (IB) Pathway - One of the three CAEP accreditation pathways in which an educator preparation provider (EPP) offers evidence that CAEP standards are met. The EPP educators operationalize the CAEP standards in its own claims about candidate performance and must meet the standards of evidence required of peer-reviewed research studies in making their case for accreditation.

Inquiry Brief (IB) Self Study - The process undertaken by an educator preparation provider (EPP) to evaluate itself against the CAEP standards, and the resulting document that makes the EPP's case for meeting the standards under the IB pathway.

Institutional Accreditation - The summative evaluation of a college or university against the standards of an institutional accreditor. (See Institutional Accrediting Agencies.)

Institutional Accrediting Agencies - National organizations that accredit an entire institution of higher education. Six regional accrediting agencies accredit colleges and universities in specific regions of the country and world. Some national accrediting agencies accredit colleges and universities with specific missions such as rabbinical

institutions, theological institutions, Bible colleges and universities, and independent postsecondary institutions.

Institutional Standards - Standards set by an educator preparation provider (EPP) that reflect its mission and identify important expectations for educator candidate learning that may be unique to the EPP.

Interim Visit - The site visit that occurs within two years after the Accreditation Council grants an EPP accreditation for two years.

Internal Academic Audit - A verification of the processes used by an educator preparation provider (EPP) to ensure the quality of candidates, its educators, and curricular and other program requirements. An academic audit is reported in Appendix A of the Inquiry Brief self-study report.

International Committee - A standing committee of the CAEP Board of Directors that is responsible for recommending policies related to CAEP's accreditation activities outside the United States.

International EPPs - Educator preparation providers (EPPs) located outside the United States that prepare teachers and/or other school professionals to work in elementary and secondary (P-12) schools.

Internship - Clinical practice in schools under the supervision of clinical faculty. An internship is generally a year-long experience, which is longer than the typical student teaching experience.

Job Placement Rates - The number and percentage of candidates who have accepted jobs as teachers or other school professionals in a school after completing of a program.

Knowledge Base - The empirical research, disciplined inquiry, informed theory, and wisdom of practice that serves as the basis for requirements, decisions, and actions of an educator preparation provider (EPP).

Lapse of Accreditation - End of an educator preparation provider's (EPP) accreditation when the site visit is not hosted on schedule.

Lead Site Visitor - The head of the site visit team who directs the site review process prior to and during the site visit to the educator preparation provider (EPP). The lead site visitor is responsible for ensuring that the completed site visitor report is submitted to CAEP.

Licensure - The official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a licensed professional. Some state agencies call their licenses certificates or credentials.

Members of CAEP - Stakeholders that are educational organizations, states, and other agencies or parties committed to CAEP's goals and objectives. Members must be accepted as members by the CAEP Board and pay annual dues.

Methodological Design - A plan for developing assessments and testing their validity and reliability.

Misleading or Incorrect Statements - Misrepresentation of any CAEP action related to an educator preparation provider's (EPP's) accreditation status or use of accreditation reports or materials in a false or misleading manner.

National Accrediting Agencies - National organizations that accredit institutions of higher education or specialty fields such as teacher education, engineering, or nursing in the United States and sometimes outside the United States. National institutional accreditors accredit vocational, technical, career schools, or colleges and universities.

National Council for Accreditation of Teacher Education (NCATE) - An affiliate of the Council for the Accreditation of Educator Preparation (CAEP) that has accredited professional education units or programs since it was founded in 1954. NCATE consolidated with TEAC in 2013 to form CAEP.

National Recognition - The status granted specific educator preparation programs that meet the standards of a specialized professional association (SPA) that is a member of CAEP.

Nominating Committee - A standing committee of the CAEP Board of Directors that is responsible for soliciting nominations and developing a slate for members of CAEP's Board of Directors, committees, and co-chairs of the Accreditation Council.

Off-campus Programs - Programs offered by an educator preparation provider (EPP) at sites other than the main campus or headquarters. Off-campus programs may be offered in the same state, in other states, or in countries other than the United States.

Off-campus Review - The inclusion in the CAEP site visit of branch campuses and programs that are not located at the main campus or headquarters. The off-campus programs and branch campuses included in the accreditation visit are determined collaboratively by the EPP, CAEP, and state agency.

Offsite Review - A formative evaluation process in which educator preparation providers (EPPs) receive feedback on their self-study and supporting evidence several months before the onsite visit.

Open Communication in the Accreditation Process - The regular and candid interactions between CAEP staff and the administrators and educators of educator preparation providers (EPPs) throughout the accreditation process.

Operating Procedures - The activities that are performed by persons or groups responsible for implementing CAEP policies.

Other School Professionals - Educators who provide professional services other than teaching in schools. They include, but are not limited to, principals, reading specialists and supervisors, school library media specialists, school psychologists, school superintendents, and instructional technology specialists.

Parity - The equity of an educator preparation provider's (EPP) budget, facilities, equipment, faculty and candidate support, supplies, and other elements of the EPP compared to the resources available to similar programs at the institution or organization that houses the EPP.

Partner - Organizations, businesses, community groups, agencies, schools, districts, and/or EPPs specifically involved in designing, implementing, and assessing the clinical experience.

Partnership - Mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.

Pedagogical Content Knowledge - Understanding of and ability to use the interaction of subject matter and effective teaching strategies to help students learn the given subject matter. Pedagogical content knowledge requires a deep and thorough understanding of the content in order to teach it in multiple ways, drawing on the cultural backgrounds, prior knowledge, and experiences of students.

Pedagogical Knowledge - The general concepts, theories, and research about effective teaching, regardless of content area. Typically, the content of pedagogy courses and clinically based courses in the educator preparation provider (EPP) focus on methods of instruction, motivation, and evaluation of P-12 students.

Peer Review - A self-regulation process in which an institution, organization, educator preparation provider (EPP), school, or other entity is evaluated by individuals who are

active participants in the education profession. CAEP's site visitors are EPP peers who are educators and administrators from higher education and P-12 schools.

Performance Assessment - A comprehensive appraisal in which educator candidates demonstrate their proficiencies in content, professional, and pedagogical knowledge, skills, and professional dispositions, as well as their abilities to have positive effects on student learning.

Policy - A principle or rule that guides the accreditation process and decision-making in CAEP and contributes to consistency in the process across site visitors, members of the Accreditation Commissions and Accreditation Council, and staff. Policies are adopted by the CAEP Board of Directors.

Policymakers - Representatives of public and governmental agencies at the national, state, and local levels.

Portfolio - An accumulation of evidence about the achievement of a candidate's proficiencies, especially in relation to explicit standards and rubrics. Artifacts in a portfolio may include end-of-course evaluations and tasks used for instructional or clinical experience purposes, such as projects, journals or reflective essays, observations of EPP educators, videos, comments by cooperating teachers or internship supervisors, samples of student work, samples of educator candidate assessments of student work, and so forth.

Practitioners - Qualities or levels of candidate proficiency that are used to evaluate candidate performance, as specified in scoring guides such as descriptions or rubrics.

Preponderance of Evidence - The weightiness of the facts and claims presented by the EPP along with people interviewed and observations made by site visitors that convincingly make the case that a standard or component is being met or not met. This preponderance is based on the convincing evidence and its probable truth or accuracy, and not simply on the amount of evidence. For example, a few clearly knowledgeable interviewees may provide a preponderance of evidence over a dozen interviewees with unclear or indirect knowledge, or a signed agreement with definite terms may outweigh opinions or speculation about intentions.

Principles - Propositions, beliefs, or rules that provide the foundation for CAEP's accreditation system.

Probes - A specific action taken by a site visitor during the site visit to establish whether a statement, table, or figure in the self-study is accurate. In cases in which the outcomes of a probe are variable or uncertain with regard to the accuracy of the item,

the site visitors continue to investigate until a stable pattern is uncovered or until a probe's result is unambiguous.

Professional Community - Educators (including clinical educators) in the educator preparation provider (EPP), other educators at the institution/organization, P-12 practitioners, candidates, and others involved in preparing teachers and other school professionals.

Professional Development - Opportunities for educators in EPPs to develop new knowledge and skills through activities such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P-12 schools.

Professional Development School (PDS) - A specially structured school in which the P-12 school and higher education faculty collaborate to (1) provide practicum, student teaching, and internship experiences; (2) support and enable the professional development of school and higher education faculty; (3) support and enable inquiry directed at the improvement of practice; and (4) support and enhance P-12 student achievement. PDSs require the institutional commitment of educator preparation providers (EPPs), school districts, and teachers' organizations.

Professional Dispositions - The professional values, commitments, and ethics that influence behaviors toward students, families, colleagues, and communities, and that affect student learning, motivation, and development, as well as the educator's own professional growth.

Professional Education Faculty - Those individuals employed by an educator preparation provider (EPP) who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical practice, or serve as an administrator.

Professional Knowledge - The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. Professional knowledge also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, and the roles and responsibilities of the profession of teaching.

Professional License - See Licensure.

Proficiencies - The knowledge, skills, and professional dispositions of candidates, completers, teachers, and other school professionals that may be identified in professional, state, or institutional standards.

Program - A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs often offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).

Program Approval - The distinction granted by a state governmental agency when an educator preparation program (EPP) meets the state's standards for the preparation of teachers and other school professionals. Reviews for program approval may be coordinated with CAEP visits, as outlined in the state – CAEP partnership agreement.

Program Review with Feedback - The process by which CAEP assesses the quality of programs offered by an educator preparation provider (EPP). Specialty program areas are reviewed individually in clusters (cross-grade programs, secondary programs, and other school professionals) against state-selected standards. This review results in feedback for states, EPPs, and site visitors as the accreditation visit is conducted.

Program Review with National Recognition - The process by which CAEP, in collaboration with its specialized professional associations (SPAs), assesses the quality of programs offered by educator preparation providers (EPPs). EPPs that select this program review option are required to submit their programs for review by SPAs as part of the accreditation process unless otherwise specified by the state partnership agreement with CAEP.

Program Reviewers - CAEP volunteers who review specialty programs against the standards of specialized professional associations (SPAs), state standards, or other standards identified by the state. Program reviewers may participate in both the Program Review with Feedback and the Program Review with National Recognition CAEP options.

Provider - An inclusive term referring to the sponsoring organization for preparation, whether it is an institution of higher education, a district- or state-sponsored program, or an alternative pathway organization.

Public Disclosure - Making accreditation status, candidate performance data, and accreditation information for an educator preparation provider (EPP) available on the EPP's website for access by current and prospective candidates, parents, faculty, school professionals, and others. CAEP also publicly discloses accreditation status and other accreditation information on its website.

Public Representative - A person who is not a member of a governing board, owner, or shareholder of, or consultant to, an institution or educator preparation provider that is accredited by CAEP or has applied for accreditation. One or more public

representatives is appointed to each of CAEP's governing bodies and the Appeals Committee.

Qualitative Measures - Assessments or analyses that provide in-depth study of an individual, classroom, or school. Qualitative assessments include, but are not limited to, in-depth interviews, focus groups, observations, case studies, and ethnographic studies.

Quality Assurance System - A comprehensive and integrated set of policies, procedures, and evaluation measures that provide data for use in monitoring educator candidate performance, managing the operation of the educator preparation provider (EPP), and improving the quality of programs and completers. The CAEP quality assurance system refers to the terms "quality control system" or "assessment system" formerly used in the TEAC and NCATE processes.

Quantitative Measures - Assessments or analyses that can be reported numerically and sometimes generalized to a larger population. Common quantitative measures include surveys (online, phone, paper), observation and other evaluative forms, and tests.

Rationale for the Assessments - An argument (called a rationale) in the Inquiry Brief pathway that gives the EPP's educators reasons for selecting the assessments they rely on, the reasons they think results from the assessments are reliable and valid, and the reasons why their standard or criterion for success is appropriate.

Reaccreditation - See Continuing Accreditation.

Recognition of an Accrediting Agency - A designation that indicates that an accrediting agency meets the standards of the U.S. Department of Education or the Council of Higher Education Accreditation (CHEA).

Recommendation for Accreditation - The decision related to an educator preparation provider's (EPP) accreditation status that is proposed to the Accreditation Council by a Joint Review Team.

Records - Information or facts that are preserved for history and future reference. CAEP archives the materials for and minutes of governance bodies, EPPs' self-studies and other materials submitted for accreditation visits and annual reports, site visitor reports, accreditation letters, annual reports, and financial records for the time periods identified in CAEP's procedures.

Recruiting and Admissions Practices - An educator preparation provider's (EPP) activities for encouraging prospective candidates to apply to one of its programs and the EPP's criteria for admitting candidates.

Regional Accrediting Agencies - The six agencies recognized by the U.S. Secretary of Education as reliable authorities for determining the quality of education or training offered by the institutions of higher education they accredit. These agencies accredit colleges and universities in specific geographic regions of the United States and world.

Reliable and Valid Evidence - The credibility of the results from assessment and evaluation measures. For example, the degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker. A measure is said to have a high reliability if it produces consistent results under consistent conditions.

Remand - The review of an educator preparation provider (EPP) accreditation case by a different Accreditation Council Joint Review Team when the Council does not accept the accreditation recommendation of the original Joint Review Team. In most cases, the recommendation of this second review will occur before the Council adjourns its meeting.

Requirements - Expectations other than standards that educator preparation providers (EPPs) must meet to be accredited or maintain accreditation. They include criteria for eligibility, paying annual fees, submitting annual reports, publishing educator candidate performance data on websites, writing self-studies, and other requirements in CAEP's policies and procedures.

Research Committee - A standing committee of the CAEP Board of Directors that reviews and promotes research on P-12 professional educator preparation and the effectiveness of CAEP, reviews requests from researchers to use CAEP data, and conducts a regular study of the activities and performance of CAEP's Commissions.

Residency Program - A school-based program in which a prospective teacher, principal, or other educator works alongside a mentor for a specific period of time, often one year; receives concurrent instruction during the year; acquires effective teaching or leadership skills; and earns a post baccalaureate certificate or master's degree.

Retention Rates - Comparison of the number of candidates who entered a program against the number who completed the program. Retention rates may also be collected for the number of new teachers who begin work in schools and who are still working in specified subsequent years.

Revocation - The accreditation decision to revoke an EPP's accredited status made by the Accreditation Council when the preponderance of evidence indicates that an accredited educator preparation provider (EPP) no longer meets one or more CAEP standards.

Rubrics - Written and shared criteria for judging performance that indicate the expectations of quality by which levels of performance can be differentiated. Scoring rubrics are used to delineate judgments about the degree of success on a candidate assessment and provide a consistent means to define achievement.

Scholarship - Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

Scope - The breadth of CAEP's accreditation activities, especially the programs included in a CAEP review. CAEP's scope is described in its policies and procedures.

Scoring Guide - A tool known as a rubric or evaluation form used by EPP's educators to evaluate an assessment. Scoring guides differentiate varying levels of proficiency on performance criteria. (See Rubrics as one example of a scoring guide).

Self Study - The process that an educator preparation provider (EPP) and its programs go through to evaluate themselves against CAEP standards. The self-study report discusses the findings of this process and is the primary report prepared by the EPP for site visitors.

Site Visit - The two-to-three days in which site visitors conduct their review of an educator preparation provider (EPP) and its self-study report at a campus or organizational headquarters. Site visitors may also visit schools and/or other sites included in the EPP's accreditation during this period.

Site Visitors - Evaluators who review educator preparation providers (EPPs) that submit a self-study for one of CAEP's accreditation pathways. Site visitors examine the EPP against the evidence presented to make the case for meeting the CAEP standards. Site visitors are selected from nominations by CAEP members, EPPs, states, and others; they must successfully complete training.

Site Visitors Report - The document prepared by site visitors during and/or following the site visit that verifies the evidence presented in the self-study report written by the educator preparation provider (EPP) to identify which evidence supports each CAEP standard and which evidence is inconsistent with the CAEP standard.

SPA Coordinator - A staff member or volunteer from a specialized professional association (SPA) who manages the national program recognition review process for CAEP and the SPA.

Specialized Accrediting Agencies - Agencies, like CAEP, that accredit specialty programs of colleges and universities (such as nursing, veterinary science, counseling, and so forth). Most specialized accrediting agencies operate in academic and professional fields that generally lead to licensure.

Specialized Professional Association (SPA) - A member of CAEP that is a national organization of teachers, professional education faculty, and/or other school professionals who teach a specific content area (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., special education teachers), or provide services to students (e.g., school counselors, school psychologists, or principals).

Specialty Areas - Areas of specialty training for teachers, such as specific subjects such as mathematics or social studies, working with specific groups of students such as early childhood or special education, or specific fields for other school professionals such as school library media specialist or school superintendent.

Stakeholder - Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education.

Standardized Test Scores - The numerical expression of a student's or educator candidate's performance on an examination that was administered and scored consistently across all of the test takers who took the same examination. This consistency permits a more reliable comparison of student or educator candidate performance across test takers.

Standards - Normative statements about educator preparation providers (EPPs) and educator candidate practices, performances, and outcomes that are the basis for an accreditation review. Standards are written in broad terms with components that further explicate their meaning. (See Professional Standards).

Standards Committee - A standing committee of the CAEP Board of Directors that periodically reviews CAEP's standards and recommends changes to the Board.

Standards Review - The periodic and systematic evaluation of each CAEP standard for continuing relevancy and currency. The review seeks input from CAEP's stakeholders, including internal and external constituencies, and includes conducting surveys, and holding forums with its members. The Standards Committee is responsible for overseeing the review of the standards.

Standards Revision - A new set of standards incorporating changes proposed by the CAEP Standards Committee following its review and adopted by the Board of Directors.

State Agencies - A department of education, a professional standards board, or other entity within a state that is responsible for the licensure of educators and/or the program approval of educator preparation providers (EPPs).

State Authority - See State Agencies.

State Partners - The state agency or agencies that have signed a letter of agreement with CAEP to collaborate on the alignment of standards and accreditation processes and the conduct of site visits.

State Partnership and Content Areas Committee - A standing committee of the CAEP Board of Directors that is responsible for recommending policies related to CAEP's state partnership agreements and the review of specialty area studies.

State Partnership Agreement - A formal agreement between a state and CAEP that defines the state's recognition of accreditation decisions, the program review options available to educator preparation providers (EPPs) within the state, and the relationship between CAEP accreditation and state program approval. The agreement guides joint and concurrent state–CAEP site visits.

State Program Review - The process by which a state governmental agency reviews a professional education program to determine if it meets the state's standards for the preparation of school personnel. Program approval may be coordinated with CAEP accreditation through the state–CAEP partnership.

STEM - Science, technology, engineering and mathematics.

Stipulation - A finding by an Accreditation Commission and confirmed by the Accreditation Council of a deficiency in the evidence for an indicator of a CAEP standard. An educator preparation provider (EPP) must report its progress on correcting a stipulation in its subsequent annual report and, within two years, present evidence in a petition to demonstrate that the deficiency has been corrected. A stipulation must be corrected within two years to retain accreditation.

Strategic Evaluation - A component of CAEP Standard 5 (Provider Quality, Continuous Improvement, and Capacity) that refers to an educator preparation provider's (EPP's) use of a variety of methods and processes to provide timely, credible, and useful information that can be acted upon to increase its organizational effectiveness and its impact on its completers' ability to support and improve P-12 student learning.

Student - A learner in a school setting or other structured learning environment. CAEP uses "student" to identify learners in P-12 schools.

Student Learning - The academic achievement of P-12 students. Educator preparation providers (EPPs) should prepare educator candidates to analyze student learning and data related to student learning and to be able to develop instructional experiences that improve student learning.

Student Surveys - Questionnaires about the performance of teachers and other school professionals that are completed by P-12 students. Student surveys are one of the measures that an educator preparation provider (EPP) could use to demonstrate the teaching effectiveness of its candidates and completers.

Student Teaching - Extensive and substantive clinical practice in P-12 schools for candidates preparing to teach.

Subject Matter Knowledge - See Content Knowledge.

Substantive Change - Any change in the published mission or objectives of the organization or educator preparation provider (EPP); the addition of courses or programs that represent a significant departure in terms of either content or delivery from those that were offered when the EPP was most recently accredited; a change from contracting with other providers for direct instructional services, including any teach-out agreements. Substantive changes are reported by EPPs in their annual report to CAEP.

Summary of the Case - The site visitors' explication of the case the educator preparation provider (EPP) has made for accreditation.

Support Services for Candidates - The provision of academic advising and systems that facilitate and encourage academic success; personal counseling services; employment assistance; financial aid guidance; the protection of student records; and extracurricular activities (e.g., student organizations, clubs, and professional activities) that are based on well-defined purposes that serve the educational needs of educator candidates.

Teacher Education Accreditation Council (TEAC) - An affiliate of the Council for the Accreditation of Educator Preparation (CAEP) that has accredited professional education programs since it was founded in 1997. TEAC consolidated with NCATE in 2013 to form CAEP.

Teacher Enhancement Program - A post baccalaureate program for licensed teachers.

Teacher Performance Assessment (TPA) - An ongoing process for measuring teacher candidates' performance. CAEP expects these assessments to be validated

based on state and national professional standards, to be reliably scored by trained evaluators, and to be used for continuous improvement of educator preparation.

Teach-out Agreement - An agreement between accredited educator preparation providers (EPPs) that will provide a reasonable opportunity for candidates to complete their program of study if one EPP stops offering its educational program before all enrolled candidates have completed the program.

Teach-out Plan - A written process that provides for the equitable treatment of candidates if an educator preparation provider (EPP) ceases to operate a program before all candidates have completed their course of study.

Team Chair See Lead Site Visitor.

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

Third-party Comment - Testimony from members of the professional community or the public on the quality of the educator preparation provider (EPP) and its programs. Prior to the site visit, the EPP is required to solicit third-party comments in local media such as newspapers, newsletters, and its website.

Time Frames for Achieving Compliance - The maximum number of years an educator preparation provider (EPP) has to come into compliance when its accreditation cycle is less than seven years or CAEP finds a violation of its standards has occurred.

Title II A requirement of the Higher Education Opportunity Act of 2008 that educator preparation providers (EPPs) report the performance of teacher candidates on state licensure tests along with other data. States report their EPP data to the U.S. Secretary of Education who compiles an annual report on the quality of teacher education.

Title IV - A requirement of the Higher Education Opportunity Act of 2008 and its predecessor that colleges and universities must be accredited by an institutional accrediting body recognized by the Secretary of the U.S. Department of Education for their students to be eligible for federal financial aid.

Training - The formal and informal preparation of Board members, Council members, Commission members, site visitors, volunteers, consultants, and staff for their CAEP responsibilities.

Transformation Initiative (TI) Commission - The CAEP governing body that is responsible for determining the standards that are met by an educator preparation provider (EPP) in the transformation initiative pathway.

Transformation Initiative (TI) Pathway - One of the three CAEP accreditation pathways, in which evidence shows that standards are met and the educator preparation provider (EPP) is engaged in research related to educator preparation that will inform the profession.

Transformation Initiative (TI) Self Study - The process undertaken by an educator preparation provider (EPP) to evaluate itself against the CAEP standards and the resulting document that makes the EPP's case for meeting the standards under the TI pathway and reports its TI research and findings.

Transparency - Openness in communications about the accreditation process, documents prepared for accreditation, and the outcomes of the accreditation review.

U.S. Department of Education - The federal agency that administers programs that cover every area of education and range from preschool education through postdoctoral research, including the recognition of accrediting agencies such as CAEP.

U.S. Department of Education Recognition - A designation by the U.S. Department of Education that an accreditation agency is a reliable authority for determining the quality of education or training provided by the institutions of higher education and the higher education programs they accredit.

Validity - The extent to which a set of operations, test, or other assessment measures what it is supposed to measure. Validity is not a property of a data set but refers to the appropriateness of inferences from test scores or other forms of assessment and the credibility of the interpretations that are made concerning the findings of a measurement effort.

Value-added Measures - Assessments that provide evidence of an educator's performance in improving the academic achievement of P-12 students as measured by standardized tests and other assessments.