

Southwestern Christian University



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

Scholarship • Spirit • Service

Clinical Practice Handbook

**Department of Education
LLC Building, Room 241**

2024-2025

Table of Contents

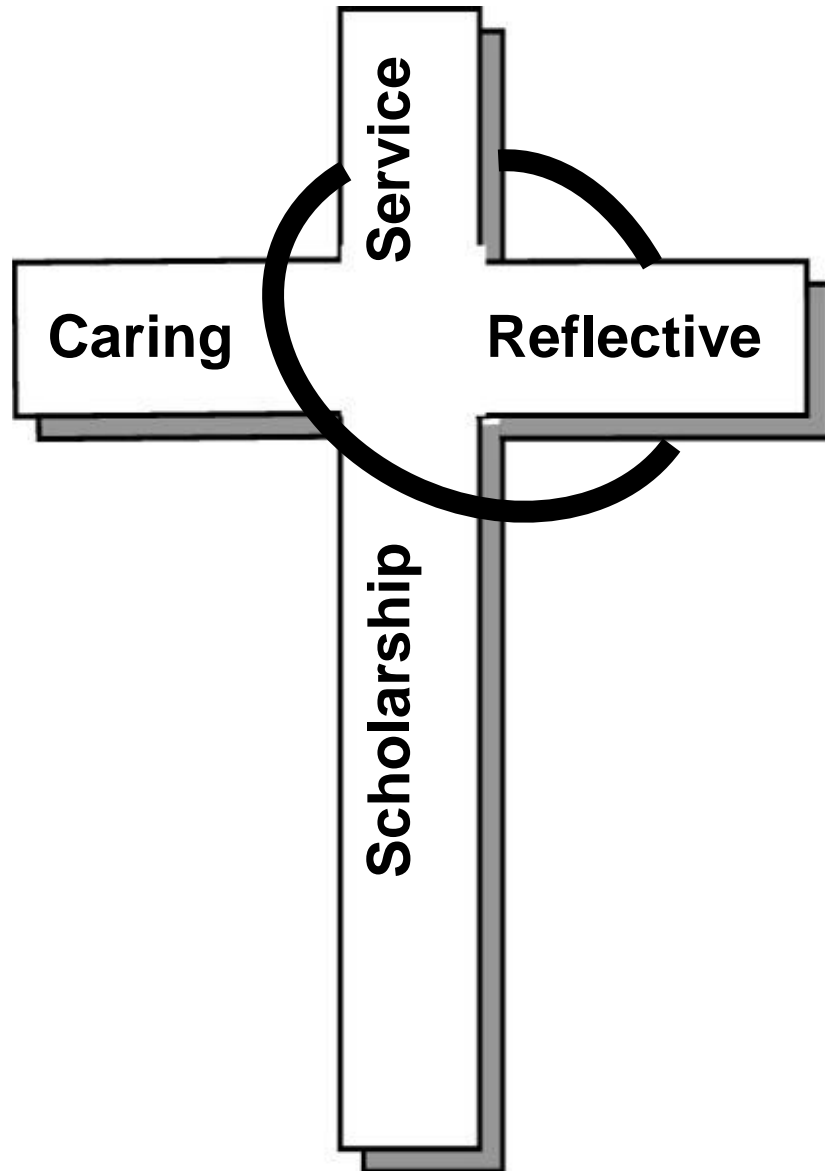
GENERAL INFORMATION

| | |
|--|------------------|
| Table of Contents | 2 |
| SCU Teacher Education Conceptual Framework Model | 5 |
| <u>General Information</u> | <u>6</u> |
| Purpose | 6 |
| Overview | 6 |
| <u>Admission to Teacher Education</u> | <u>6</u> |
| Information | 6 |
| Application | 7 |
| Transition Point I: Admission to Teacher Education | 7 |
| Liability in Clinical Experience and Conference Attendance | 10 |
| Transition Point II: Enrollment in Professional Coursework and Clinical Practice | 12 |
| Transition Point III: Admission to Clinical Internship | 13 |
| Transition Point IV: Recommendation for Certification | 16 |
| <u>Portfolio Requirements</u> | <u>17</u> |
| Overview | 17 |
| Philosophy | 17 |
| Policy | 18 |
| Purpose | 18 |
| Content | 19 |
| Check Points | 21 |
| <u>Testing Requirements</u> | <u>21</u> |
| Foreign Language Competency | 21 |
| Oklahoma Certification Exams | 21 |
| Oklahoma General Education test (OGET) | 22 |
| Oklahoma Subject Area Test (OSAT) | 23 |
| Oklahoma Professional Teaching Examination (OPTE) | 24 |
| <u>Professional Teacher Education Course Sequence</u> | <u>26</u> |
| Early Childhood Development Education | 26 |
| Elementary Education | 28 |
| Secondary Education | 31 |
| College Credit | 32 |
| Work Completed in Junior College | 33 |
| Certification Requirements | 33 |
| <u>Clinical Practice</u> | <u>33</u> |
| Introduction | 33 |
| Clinical Practice Sequence and Quality (ECDV and ELED) | 34 |
| Clinical Practice Sequence and Quality (Secondary) | 34 |

| | |
|--|------------------|
| General Placement Policies | 35 |
| Tips for Success | 37 |
| <u>Clinical Practice #1 - #3 Overview</u> | <u>39</u> |
| Purpose | 39 |
| Procedures | 40 |
| Responsibilities | 40 |
| Assessment of Clinical Practice 1 - #3 | 41 |
| <u>EDUC 2000 Clinical Practice #1</u> | <u>42</u> |
| Purpose | 42 |
| Scope | 42 |
| Clinical Faculty Assessment of Teacher Candidates | 43 |
| <u>EDUC 3000 Clinical Practice #2</u> | <u>44</u> |
| Purpose..... | 44 |
| Scope | 44 |
| Clinical Faculty Assessment of Teacher Candidates | 45 |
| <u>EDUC 4000 Clinical Practice #3</u> | <u>46</u> |
| Purpose | 46 |
| Scope | 46 |
| Clinical Faculty Assessment of Teacher Candidates | 46 |
| <u>ENGL, HIST, HPSM, ELED, ECDV 4000 Clinical Practice #4</u> | <u>48</u> |
| Clinical Practice for Methods Classes | 48 |
| Clinical Faculty Assessment of Teacher Candidates | 50 |
| <u>EDUC 4815 & 4825 Clinical Internship</u> | <u>53</u> |
| Components/Time Frame | 53 |
| Daily Schedule | 53 |
| Placement Criteria | 53 |
| Placement Information | 54 |
| Assignment Procedures | 54 |
| Special Request Procedures | 54 |
| Background Checks | 54 |
| <u>Assessment of the Clinical Intern and Program</u> | <u>55</u> |
| Clinical Faculty Assessment of Clinical Intern | 55 |
| Clinical Faculty Assessment of University Supervisor | 55 |
| University Supervisor Assessment of Clinical Intern | 55 |
| University Supervisor Assessment of Clinical Faculty | 55 |
| Clinical Intern Assessment of Teacher Education Program | 55 |
| Clinical Intern Assessment of University Supervisor | 55 |
| Clinical Intern Assessment of Clinical Faculty | 55 |
| Clinical Intern Self-Assessment | 55 |

| | |
|---|-----------|
| Certification | 56 |
| Standard Certification | 56 |
| Issuance of Initial License | 56 |
| License/Certification Requirements | 56 |
| Program Completers: Application Procedures for University Recommendation | 56 |
| Issuance of Standard Certificates | 57 |
| Appendices | 58 |
| Appendix A: Conceptual Framework | 58 |
| Appendix B: Professional Code of Ethics for Teacher Candidates | 61 |
| Appendix C: Liability Information | 63 |
| Appendix D: Oklahoma Minimum Criteria for Effective Teaching Performance | 64 |
| Appendix E: InTASC Standards | 65 |
| Appendix F: Foreign Language Proficiency Form | 66 |
| Appendix G: Emergency Contact Information Form | 67 |
| Appendix H: SCU Teacher Candidate Dress Code Agreement | 68 |
| Appendix I: Clinical Practice Reflection Rubric..... | 69 |
| Appendix J: Teacher Candidate Confidentiality Agreement | 71 |
| Appendix K: SCU Teacher Education Glossary | 72 |
| Appendix L: State Child Abuse Regulations | 75 |
| Appendix M Admission Application to Teacher Education | 77 |
| Appendix N: Application Form for SCU Clinical Internship (Student Teaching) | 80 |
| Appendix O Partnership Agreement Form | 82 |
| Appendix P ECDV Clinical Faculty Assessment of Clinical Intern | 83 |
| Appendix Q: ELED Clinical Faculty Assessment of Clinical Intern | 89 |
| Appendix R: ENGL Clinical Faculty Assessment of Clinical Intern | 92 |
| Appendix S: HIST Clinical Faculty Assessment of Clinical Intern | 98 |
| Appendix T: PE Clinical Faculty Assessment of Clinical Intern | 102 |
| Appendix U: Clinical Practice Log and Activity Sheet | 111 |

SCU TEACHER EDUCATION CONCEPTUAL FRAMEWORK MODEL



GENERAL INFORMATION

Purpose

The purpose of the SCU Clinical Practice Handbook is to serve as a resource and guide for information pertaining to the clinical practice requirements associated with obtaining a degree in teacher education.

Overview

The Clinical Practice component of the teacher education program at Southwestern Christian University provides teacher candidates with extensive opportunities to move beyond being students of organized knowledge to become classroom teachers who put their acquired knowledge into practice in the classroom.

Our partners in this process of providing guided and gradual induction into classroom teaching are the teachers and administrators in public school systems. The Teacher Education Office works collaboratively with our partner schools to provide field-based programs for teacher education candidates seeking initial certification.

The Teacher Education Program at SCU places candidates in clinical placement sites that are aligned with the university's mission and the Teacher Education Conceptual Framework. The Conceptual Framework is grounded in the notion that candidates become critical thinkers, problem solvers, and leaders through Caring, Reflection, Service, and Scholarship--all active qualities that require significant clinical experiences.

Clinical practice requirements include 80 clock hours of time spent in partner schools in the P-12 classroom with clinical faculty (P-12 classroom teachers) prior to the 14 week clinical internship (student teaching). Forty (40) hours will be completed in specific content areas and forty (40) hours will be completed in ESL/ELL classrooms.

Admission to Teacher Education

Information

Students at SCU who expect to become candidates for the Bachelor of Science in Education degrees, or who are attempting to qualify for any teaching certification, are required to apply for admission to the Teacher Education program.

Applications for admission to teacher education will be accepted fall and spring semester with a deadline at the eighth 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 TEFC and final approval by the TEC.

Those applying concurrently for admission to teacher education and admission to clinical internship must be submitted no later than Friday of the fourth week to ensure adequate processing time including clinical internship placement requests. Applications for admission to teacher education 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.

Application

Applications are available in the Teacher Education Office, located in LLC 241, second floor, in Appendix O of the handbook.

Transition Point I: Admission to Teacher Education Requirements

The EPP evaluates the successful completion of admission requirements to determine the teacher candidate's current level of progression toward the academic knowledge, skills, and disposition 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 2.50 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.

Note: 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.

☐ 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.

☐ 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.

Earned an overall score of 20 on the ACT. Students’ application will be pending on the outcome of General Education courses (30 hours) with a GPA of 2.50.

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)
- AND**
- 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
- AND**
- Faculty members to assess candidates’ spiritual, intellectual, and cognitive qualifications to enter the Teacher Education Program through the Candidate Interview.
- ☐ SCU Disposition of Candidate #1 Self-Assessment is required
 - ☐ SCU Disposition of Candidate #2 completed by teacher education faculty member of candidate choice
 - Discussed the candidate, signed, and submitted to Department of Education office, LLC 241

☐ 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.

Other 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:

Candidates who wish to be tested in a language may choose, at their own expense, to successfully complete the Oral Proficiency Interview developed by the American Council on the Teaching of Foreign Languages,

OR

Candidates 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

Candidates 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

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 350-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.
 - 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 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.

Liability in Clinical Experience and Conference Attendance:

SCU Teacher Education Program personnel, 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 internship 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 Department of Education office.

Certification Only:

Those individuals who currently hold a baccalaureate degree without teacher certification should apply for admission to teacher education at the beginning of the first semester (fall or spring) in which they begin coursework toward certification. To complete a teacher certification program and be recommended for teacher certification by SCU, individuals must have been admitted to Southwestern Christian University Teacher Education Program by completing all items listed as requirements for Admission to Teacher Education and Clinical Internship including GPA, grades for specific courses, testing, and portfolio requirements.

International Students:

International students who are seeking their initial Oklahoma teaching certificate through Southwestern Christian University are required to be admitted to teacher education at SCU and are required to complete clinical practice hours. Clinical internship will not be

waived even though the individual is teacher certified and has taught in his/her home country.

Transfer Students:

Candidates transferring to SCU are required to complete the SCU Teacher Education Portfolio whether or not a portfolio was begun at a previous institution. Candidates who transfer courses in professional teacher education and/or the specialty area must ensure that any artifact required in the equivalent SCU course is accounted for in the SCU portfolio.

- Candidates who have been admitted to a teacher education program and completed all requirements for certification at the former university will not be required to re-apply for admission.
- Candidates who have been admitted at another institution but did not complete the program, may be required to re-apply for admission and meet the admission requirements of the institution to which he/she is applying (SCU).
- Candidates who have failed to maintain minimum admission standards, 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.
- Candidates who have successfully completed clinical practice hours at previous institution(s) must provide documentation of completed hours. 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.

Final Approval:

Director of Teacher Education will verify that all requirements have been met. The names of all applicants will be presented to the SCU Teacher Education Council. The Council makes a recommendation to the head of the EPP, the Dean of Academics for final approval. Candidates may contact the Chair of the Council for the process to appeal an adverse decision.

Procedures and Application Steps:

Candidates enrolled in EDUC 2113 Foundations in Education and EDUC 2000 Foundations of Education Clinical Practice will be instructed on the application process as part of the course curriculum.

Transition Point II: Enrollment in Professional Coursework and 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 complete the assessment successfully 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 teacher education 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/Professional Teacher Education sequence coursework

State Tests:

☐ Oklahoma Subject Area Test (OSAT) Pass the OSAT prior to submission to application for clinical internship

OR

☐ If you intend to take the OSAT 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 OSAT exam must be taken and passed during the semester of your application.

Portfolio:

- ☐ A satisfactory score on Portfolio – Check Point II
 - Checkpoint II occurs during Methods of Teaching course associated with major (i.e., History, English, and Physical Ed) or Methods of Teaching Reading in the Primary Grades.

SPA Standards:

☐ Satisfactory completion of assessments. These key assessments include assessments of content knowledge, effective planning, impact on PK-12 student learning, and additional program-based assessments.

Legal:

☐ Current approved background check

Clinical Practice:

- ☐ Successful completion of Professional Teacher Education courses including 70 hours of documented clinical practice.

Recommendations & Evaluations:

- ☐ University Faculty. Faculty members assess candidates' spiritual, intellectual, and cognitive qualifications to enter Clinical Internship.
- ☐ Clinical Faculty. Faculty members assess candidates' competencies in the clinical situation.

Other Requirements:

- ☐ Completion of Foreign Language Competency

Approvals:

- ☐ Receive formal approval by the SCU Teacher Education Council.

Transition Point IV: Recommendation for Certification

SCU Department of Education Office determines if teacher candidates meet the requirements for recommendation for certification. OSAT and PPAT scores, GPA, and course grades qualify applicants and candidates. The evaluation of SPA-specific assessments, portfolios, development and delivery of unit plans, and clinical practice 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 end of clinical internship, all clinical interns complete a series of assessments. These include a self-assessment, an assessment of the clinical faculty member, 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 internship placement. The assessments also allow candidates to assess the quality of coursework, preparation, and the overall clinical internship experience.

Grade Point Average (GPA):

- ☐ Maintain 2.75 cumulative GPA 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 Examination (OPTE). Pass the OPTE prior to submission of application.

OR

If you intend to take the OPTE 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.

Portfolio:

- ☐ 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 (PPAT)

SPA Standards:

☐ Satisfactory completion of assessments. The key assessments include assessments of content knowledge, effective planning, impact on PK-12 student learning, and additional program-based assessments.

Clinical Internship:

☐ Successful completion of 12 weeks of Clinical Internship

Recommendations and 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 approval by the Registrar.
- ☐ Receive approval by Department of Education Chair

SCU Teacher Education Portfolio Requirements

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 Southwestern Christian University 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), State Regents, State Department of

Education and the Department of Education at Southwestern Christian University. The portfolio should represent the candidate's professional knowledge, performance, experiences, and dispositions.

Philosophy

The Southwestern Christian University 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 the Office of Educational Quality and Accountability (OEQA), the Oklahoma State Department of Education (OSDE), and the Department of Education at Southwestern Christian University, 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

All teacher candidates 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, a teacher candidate can share selected artifacts which can be used during interviews with school districts with whom the teacher candidate is 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 the teacher candidate. Therefore, some artifacts are taken from activities that the teacher candidate experienced early in his/her undergraduate degree, while other artifacts are taken from the clinical internship (student teaching) experience. Individual artifacts should reflect the teacher candidates' best work at the time the artifact was submitted to the portfolio, and the portfolio should reflect the development of the teacher candidate as they develop into a professional decision maker.

Teacher Education Portfolio Content

Portfolio Requirements:

- Introduction
- Caring
- Reflective
- Serving
- Scholarship

Each artifact contains appropriate InTASC Standard Reflection/Rationale (Appendix Q)

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 (Rubric implemented Fall 2017)
- 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.) (Rubric implemented Fall 2017)
- 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) (Rubric implemented Fall 2017)
- 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

Checkpoints

The portfolio will be assessed according to the SCU Teacher Education Portfolio Rubrics. It will be assessed four times by the SCU Teacher Education Office at the following Check Points:

Sophomore Year

Second Semester

- a. EDUC 2113 Foundations of Education and EDUC 2000 Clinical Practice
 - i. Portfolio Check Point #1 – Set up Portfolio and add specified artifacts

Junior Year

First Semester

- a. EDUC 3202 Educational Technology and EDUC 3000 Clinical Practice
 - ii. Portfolio Check Point #2 – Continue Portfolio and add specified artifacts

Senior Year

First Semester

- a. ENGL/HIST/HPSM/ELED/ECDV 4XX3 Methods of Teaching class and ELED/ENGL/HIST/HPSM/ELED/ECDV 4000 Clinical Practice
 - iii. Portfolio Check Point #3 – Continue Portfolio and add specified artifacts

Second Semester

- b. EDUC 4815 and 4825 Clinical Internship (Student Teaching)
 - iv. Portfolio Check Point #4 – Complete Portfolio Requirements

Testing Requirements

Foreign Language Competency Requirements

The SCU Teacher Education program has a policy in place that ensures that teacher preparation candidates demonstrate conversational skills at a novice high level, as defined by the American Council on the Teacher of Foreign Languages, in a language other than English. Demonstration of competency must occur prior to candidate completion of the teacher preparation program. The Foreign Language Proficiency Form is located in Appendix F.

Oklahoma Certification Exams

In July 1997, under the guidelines established by the legislature in House Bill 1549, the Oklahoma Commission for Teacher Preparation (OCTP) assumed responsibility for ensuring quality teacher preparation. OCTP is committed to providing all Oklahoma children access to qualified, caring, and competent teachers.

This landmark educational reform legislation set the stage for significant change through the following requirements:

1. Establishing OCTP as an independent professional standards board.
2. Requiring OCTP to develop a competency-based teacher preparation system; a rigorous, new assessment system for new teachers consisting of general education, and subject areas; and a system of professional development institutes for teachers to enhance their subject matter knowledge and teaching competencies throughout their careers.

In 2012, S. B. 1797 was signed into law with the vision of combining two well-established educational agencies into one organization that would impact the quality of PK-20 education in Oklahoma; it seemed to be a challenging and far-reaching task to accomplish. However, both former agencies, Oklahoma Commission for Teacher Preparation and Office of Accountability, have successfully united in purpose and commitment to realize such a vision in forming the Office of Educational Quality and Accountability (OEQA).

Testing information booklets with sample questions are available in the SCU library to assist in preparation for each of the certification tests described in this section.

Information is also available from the OCTP website: www.octp.org and the National Evaluation Systems website: www.ceoe.nesinc.com.

Oklahoma General Education Test (OGET)

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.

Teacher candidates must be able to read with understanding, analyze and reason with respect to ideas presented in print, and evaluate written arguments. They must also have mathematical problem solving skills, use numerical reasoning, and demonstrate facility with the use of mathematics within the context of daily life. Teacher candidates should also be able to analyze the writing and reasoning of others, as well as produce reasoned writing themselves. In keeping with these desired competencies, OGET content is divided into six sub-areas addressing areas associated with general education and critical thinking in the liberal arts and sciences. The assessment of critical thinking as well as basic skills makes the OGET distinctive from many other tests of a similar type. 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.

Sub-areas associated with the OGET are:

Critical Thinking Skills: Reading and Communications – Items with extended written stimuli from authentic sources that require analysis of the writer’s purpose, point of view, meaning, reasoning, assumptions, effectiveness, credibility, etc.

Communications Skills – Items that require candidates to recognize elements of effective written communication, including mechanics, grammar, word choice and usage, and sentence structure.

Critical Thinking Skills: Mathematics – Items with graphic stimuli or word problems drawn from authentic sources that require interpretation and analysis of graphical or verbal information, algebra analyses interpretation of word problems, reasoning, and problem solving.

Computation Skills – Items with authentic word problems, geometric, or graphic stimuli that require computation, calculation, estimation, problem solving, graphing, and the use of algebraic skills.

Liberal Studies: Science, Art and Literature, Social Sciences – This section includes items with three foci: A) Items with graphic, textual, or pictorial stimuli drawn from authentic contexts, or written passages illustrating important scientific developments, concepts, cultural influences, and history. Items require familiarity with scientific concepts and methods as applied to real situations, and with the human, societal, and cultural contexts of science. B) Items with pictorial or textual stimuli illustrating important aspects of the relationship between art and society. Items require knowledge and understanding of artistic development, links with historical movements and occurrences, relationships with society and culture, and contributions to civilization. C) Items with authentic written or pictorial stimuli requiring knowledge and understanding of political, economic,

and social forces that have shaped history, and knowledge of democratic principles of freedom, diversity, and tolerance.

Critical Thinking Skills: Writing – Written assignment in response to a prompt that may present opposing viewpoints, criticism, arguments, or conclusions. Candidates are required to take a position in writing and support it with logical arguments, supporting detail, and examples. The constructed-response item on the OGET requires candidates to prepare an organized, developed composition of up to four pages in length. Candidates may take different approaches in responding, as there is no “best” or “correct” answer. Responses are evaluated and scored by a minimum of two trained readers using a four-point (1-4) scale that has been validated by a committee of Oklahoma educators.

Oklahoma Subject Area Test (OSAT)

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.

Item Characteristics - All items, both selected-response and constructed-response, can be classified in terms of the cognitive process required for successful resolution. Cognitive process descriptions for the OSATs include:

Content-area factual knowledge items – In each subject matter area, there is a body of factual knowledge which is essential. Candidates may be presented with stimuli (e.g., passages, graphs, charts, dialogues, situations) about which factual questions are asked.

Content-area conceptual understanding items – Each subject matter presents certain concepts, principles, and ways of knowing that must be grasped and applied by the teacher. Conceptual understanding items address this need by presenting stimuli that embody important content-area-specific concepts apply in order to answer the question.

Content-area problem solving types – In problem solving items, candidates are presented with background information and data, together with a problem to using their factual and conceptual knowledge base.

Oklahoma Professional Teaching Examination (OPTE)

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

The Oklahoma Professional Teaching Examination (OPTE) is designed to assess the professional knowledge and skills associated with the being an entry-level educator in Oklahoma. In recognition of the differences in learning environment and appropriate instructional practice at various developmental levels, the OPTE is offered in two versions: PK-8 and 6-12.

Candidates seeking Early Childhood or Elementary/Middle Level certification should take the PK-8 OPTE.

Candidates seeking Secondary certification should take the 6-12 OPTE.

Candidates seeking PK-12 art, foreign languages, music, special education, or physical education/health/safety certification may take either OPTE. Only one test is required.

Each level is assessed by the same set of competencies, but the contextualization of the test may vary among levels. The OPTE is comprised of approximately 75 selected-response items and three constructed-response (performance) items. Candidates are assessed by both selected response and performance items with respect to:

Learners and the Learning Environment – This sub-area addresses two components of professional knowledge: learners and the learning environment. With respect to learners, it includes competencies which address developmental, personal, home, economic, ability/disability, racial, and ethnic backgrounds encountered by entry-level educators. It also addresses the role of the teacher in planning for and accommodating individual learner characteristics, understanding typical and divergent developmental paths, and creating a classroom environment with diversity and inclusion. Competencies associated with the learning environment, include the physical arrangement of the classroom and management of human, technological, environmental, and material resources.

Instruction and Assessment – This sub-area addresses issues related to appropriate instruction, including the planning and implementation of instruction using a variety of approaches, the utilization of multiple assessment strategies, and professional functioning in a collegial environment. Entry-level educators are expected to demonstrate competency in planning, curriculum knowledge, and the instructional strategies necessary to help students learn and become self-directed learners. This includes evaluation and using a variety of instructional approaches, communication modes, appropriate technologies, and other resources.

Professional Environment – This sub-area addresses candidates' understanding of the legal framework surrounding students, teachers, parents, and administrators, the role of the school within the community, and the accomplishment of professional development. Entry-level educators are expected

to demonstrate competency with respect to a specific understanding of U.S. and Oklahoma laws and regulations, the nature of schooling in a democratic society, the rights and responsibilities of students and teachers, and current issues in education.

Item Formats and Characteristics:

The OPTE is comprised of approximately 75 selected-response items and three constructed-response (performance) items. The constructed-response section of the OPTE requires candidates to complete three written performance assignments, one for each of the sub-areas described above. Specific performance assignments are as follows:

Critical Analysis Module – Candidates analyze an educational issue related to learners and the learning environment.

Student Inquiry Module – Candidates describe an instructional activity that would help students in an identified grade level and subject areas achieve a specific learning goal.

Teacher Assignment Module – Candidates apply professional knowledge to evaluate a school or classroom situation and recommend a course of action to address that situation.

Professional Teacher Education Course Sequence

Early Childhood Development Education Concentration

EDUC 2301 Introduction to Education

This course designed to assist a student who is considering education as a profession. Emphasis will be placed on an overview of what it means to be in a teacher education program. Current issues will be considered. Also, the student will become acquainted with the policies and procedures in becoming a teacher-candidate. Finally, preparation for taking the OGET will be covered and discussed.

EDUC 2113 Foundations of Education

An introduction to the historical, philosophical, and social foundations of education and their relationship to teaching as a profession. Current issues in education are also introduced and discussed. Laboratory experiences as an observer/aid in the public schools and procedures for admission to teacher education are included. (Background check fee required.)

EDUC 3202 Educational Technology

This course provides proficiency at utilizing technology in the P-12 classroom arena. Focus is on curriculum integration. This course provides a variety of cloud-based, interactive learning technologies and other free educational technology tools.

ELED 4843 Assessment and Intervention Practices

This course is designed to assess literate activity in various settings, to collect and organize test materials, and to study instructional techniques. The student will learn how to administer and score test materials, interpret assessment findings, and select instructional strategies to aid in literacy development. After observations and evaluating test data, an individual remediation/motivational plan will be developed for the purpose of bringing student success in reading and language development. The student will study how success in reading affects self-esteem, behavior, and other academic areas. A minimum of 10 field experience hours is required. Components within this course specifically address Early Childhood

ELED 4803 Methods of Teaching Reading in the Primary Grades

A study of theory research and related instructional strategies and curriculum materials applicable to the teaching of developmental reading in the primary grades. Topics will include research-based approaches to reading instruction incorporating principles for effective teaching and essential skills which include phonological system, syntactical system, semantic system, pragmatic (social or cultural) system. Components within this course specifically address Early Childhood Development Education standards.

ECDV 3103 Health, Safety and Nutrition

Designed to help students understand the correlation between health, safety, and nutrition, the course explores ways in which children can become involved and responsible for their own wellbeing. Emphasis will be placed on adults assisting young children to develop good habits and attitudes regarding health, safety, and nutrition. Course content will also focus on the concept of preventive health care.

ECDV 3113 Introduction to Early Childhood Care and Education

This course acquaints students with the field of early childhood education. The importance of the years from birth to five (0-5), and the role preschool play in child development are emphasized. The course acquaints students with both historical perspectives of early childhood education and with modern trends and developments.

ECDV 3123 Home, School, & Community

Analysis of psycho-social development of young children and an examination of the relationships between children, parents, and school personnel. Effective ways for the home, school, and community to work together to provide for the optimum development of young children, including multicultural education concerning children from other cultures and ethnic groups. Components within this course specifically address Elementary Education standards. Prerequisite: ECDV 3113.

ECDV 4113 Early Childhood Curriculum Development

Curriculum development and assessment of early childhood education are the focus of this course as it introduces the student to important frameworks for planning, implementing, and evaluating curriculum as it impacts development and the various related subject-matter disciplines. Emphasis is placed on the methods and strategies informing the development of meaning and relevant curriculum.

ECDV 4143 Early Childhood Methods and Materials

This course is designed to teach the methods and proper use of materials for presenting creative learning experiences with young children in the areas of language, creative dramatics, art, music, movement, math, science, emergent literacy, and outdoor activities. Emphasis is given to creative experiences as they impact young child development.

ECDV 4123 Integrated Curriculum Strategies

This course is designed to gain knowledge to support specific methods and strategies for an integrated and interdisciplinary approach to teaching elementary mathematics, science and social studies. Emphasis is on the development of exploratory learning experiences including math manipulatives, science experiments, and social studies activities for a holistic learning experience. Components within this course specifically address Early Childhood Development Education standards. Prerequisite(s): Admission to Teacher Education.

ECDV 4133 Methods of Teaching Creative Arts

This course is an exploration of principles, methods, and materials for teaching music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking for P-3 children. The student will define the creative process; describe the role of play in a child's growth and development and developmental sequences for creative arts; analyze roles of the teacher in enhancing creativity, concepts taught through the creative arts and components of creative environments. The student will plan and implement developmentally appropriate activities for music, movement, visual arts, and dramatic play.

EDUC 4812 Classroom Strategies

This course addresses strategies for positive classroom management, learning environment, family communications, how to develop goals, objectives, rubrics and proper documentation techniques. Topics will also include reflections on instructional practices, understanding of the state teacher evaluation process (the Oklahoma Minimum Criteria for Teacher Performance, Teacher Leader Effectiveness) and instructional strategies for incorporating the criteria into the teaching and learning process.

EDUC 4815 Teaching Clinical Internship I

Seven weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.

EDUC 4825 Teaching Clinical Internship II

Seven weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.

Elementary Education Concentration

EDUC 2301 Introduction to Education

This course designed to assist a student who is considering education as a profession. Emphasis will be placed on an overview of what it means to be in a teacher education program. Current issues will be considered. Also, the student will become acquainted with the policies and procedures in becoming a teacher-candidate. Finally, preparation for taking the OGET will be covered and discussed.

EDUC 2113 Foundations of Education

An introduction to the historical, philosophical, and social foundations of education and their relationship to teaching as a profession. Current issues in education are also introduced and discussed. Laboratory experiences as an observer/aid in the public schools and procedures for admission to teacher education are included. (Background check fee required.)

EDUC 3202 Educational Technology

This course provides proficiency at utilizing technology in the P-12 classroom arena. Focus is on curriculum integration. This course provides a variety of cloud-based, interactive learning technologies and other free educational technology tools.

ELED 4843 Assessment and Intervention Practices

This course is designed to assess literate activity in various settings, to collect and organize test materials, and to study instructional techniques. The student will learn how to administer and score test materials, interpret assessment findings, and select instructional strategies to aid in literacy development. After observations and evaluating test data, an individual remediation/motivational plan will be developed for the purpose of bringing student success in reading and language development. The student will study how success in reading affects self-esteem, behavior, and other academic areas. A minimum of 10 field experience hours is required. Components within this course specifically address Early Childhood

ELED 4803 Methods of Teaching Reading in the Primary Grades

A study of theory research and related instructional strategies and curriculum materials applicable to the teaching of developmental reading in the primary grades. Topics will include research-based approaches to reading instruction incorporating principles for effective teaching and essential skills which include phonological system, syntactical system, semantic system, pragmatic (social or cultural) system. Components within this course specifically address Early Childhood Development Education standards.

ELED 3823 Methods of Teaching Visual and Performance Arts Integration in the Elementary Classroom

This course is designed to prepare the teacher candidate to integrate visual and performing arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, assessment, and classroom management techniques,

with particular emphasis on diverse students, are examined. Prerequisite: Admission to Teacher Education.

ELED 4823 Methods of Teaching Elementary Mathematics and Science

This course is designed to help the student understand and develop specific strategies for teaching elementary mathematics, including manipulatives and use of math computer programs in association with a variety of methods and procedures for teaching life, earth-space and physical science concepts in the elementary school.

ELED 4853 Methods of Teaching Elementary Social Studies and Cultural Awareness

This course is designed to address the function of social studies in elementary education and facilitate the development of procedures and techniques for teaching social studies in the elementary grades. It is structured to help teacher candidates understand the role of social studies education in the school curriculum and to become familiar with some of the problems, issues, and trends associated with social studies.

ELED 3803 Intermediate Reading

The focus of this course includes the intermediate stages of literacy elements, including vocabulary, spelling, fluency, and comprehension. The use of narrative and expository texts will also be addressed. The construction of reading lesson plans for the intermediate grade child, ELL students, student diversity and reluctant readers will also be addressed. Candidates will be prepared to present reading lessons using data gain from pre testing to construct lesson plans and assess and reflect on gains in student learning.

ELED 4833 Methods of Teaching Elementary Literature and Language Arts

This course explores theories, models, and strategies for teaching and learning literature and language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined. Prerequisite: Admission to Teacher Education.

ECDV 3233 Home, School, & Community

Analysis of psycho-social development of young children and an examination of the relationships between children, parents, and school personnel. Effective ways for the home, school, and community to work together to provide for the optimum development of young children, including multicultural education concerning children from other cultures and ethnic groups. Components within this course specifically address Elementary Education standards.

EDUC 4812 Classroom Strategies

This course addresses strategies for positive classroom management, learning environment, family communications, how to develop goals, objectives, rubrics and proper documentation techniques. Topics will also include reflections on instructional practices, understanding of the state teacher evaluation process (the Oklahoma Minimum Criteria for Teacher Performance, Teacher Leader Effectiveness) and instructional

strategies for incorporating the criteria into the teaching and learning process.

EDUC 4815 Teaching Clinical Internship I

Seven weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.

EDUC 4825 Teaching Clinical Internship II

Seven weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.

Secondary Concentration

EDUC 2301 Introduction to Education

This course designed to assist a student who is considering education as a profession. Emphasis will be placed on an overview of what it means to be in a teacher education program. Current issues will be considered. Also, the student will become acquainted with the policies and procedures in becoming a teacher-candidate. Finally, preparation for taking the OGET will be covered and discussed.

EDUC 2113 Foundations of Education

An introduction to the historical, philosophical, and social foundations of education and their relationship to teaching as a profession. Current issues in education are also introduced and discussed. Laboratory experiences as an observer/aid in the public schools and procedures for admission to teacher education are included. (Background check fee required.)

EDUC 3202 Educational Technology

This course provides proficiency at utilizing technology in the P-12 classroom arena. Focus is on curriculum integration. This course provides a variety of cloud-based, interactive learning technologies and other free educational technology tools.

EDUC 4232 Assessment and Evaluation

This course will give the teacher candidate and overview of assessment tools used in educational settings. The use of both formal and informal assessment tools and the evaluation processes will be considered. Also, the course will consider such areas as teacher made tests; standardized testing, authentic assessment and evaluation, developing a record keeping system and parent-teacher conferences.

PSYC 3143 Psychology of the Exceptional Child

Covers a realistic and functional approach to the needs and special interests of exceptional children. The course will especially benefit the candidates preparing to work in the field of education.

PSYC 3213 Child and Adolescent Psychology

Human development from infancy through adolescence will be examined. This survey will include cognitive, physical, emotional, social, and cultural factors related to development.

PSYC 3123 Educational Psychology

An overview of the principal theories of learning and how these different theories apply to the classroom. The course will include a more in-depth study of four selected learning theories where candidate s will actually be involved in using the selected theories.

EDUC 4812 Classroom Strategies

This course addresses strategies for positive classroom management, learning environment, family communications, how to develop goals, objectives, rubrics and proper documentation techniques. Topics will also include reflections on instructional practices, understanding of the state teacher evaluation process (the Oklahoma Minimum Criteria for Teacher Performance, Teacher Leader Effectiveness) and instructional strategies for incorporating the criteria into the teaching and learning process.

EDUC 4815 Teaching Clinical Internship I

Seven weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.

EDUC 4825 Teaching Clinical Internship II

Seven weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.

College Credit

Only work completed in state and regionally accredited colleges and universities, or transfer credit validated by an accredited college, will be accepted as a basis for teacher licenses/certificates. In order for the applicant to be eligible for licensure/certification, the grade point average of the applicant on all work submitted in qualifying shall be equal to or greater than that required for admission to the teacher education program at SCU.

Candidates transferring credit from out-of-state colleges or from Oklahoma colleges not having an approved program for a specific certificate area to an Oklahoma college or a

university having an approved program in that certificate area shall have their work evaluated by the receiving institution. Transferring candidates shall expect to satisfy all requirements imposed by the approved program of the receiving institution in qualifying for a standard certificate.

The amount of college credit earned during one year, including correspondence and extension work, which can be used to meet certification requirements, will be controlled by the rules and regulations of the university. However, not more than one-fourth of the work completed to satisfy requirements in any area of preparation (General Education, Professional Teacher Education, Major Core) nor more than one-fourth of the total academic work completed may be taken by correspondence and/or extension study.

Work Completed in Junior Colleges

Only 64 semester hours of credit taken in an accredited junior college may be counted toward satisfying the General Education and specialized education requirements of an approved certificate program. Work taken in an accredited junior college after achieving sixty-four (64) or more semester hours may count toward certification in the areas of General Education and specialized education providing the following guidelines are met:

- A. The course work is lower division work as determined by the course level assigned to the course by the four-year institution that will make recommendation for certification. If SCU designates a course as a junior or senior level course (3000 or 4000 level), then a comparable course completed at a junior college will NOT substitute for the course in the SCU approved teacher certification program.
- B. The course work is applicable in meeting the approved program of certification at the recommending institution.
- C. The course work CANNOT include any teacher education courses (this refers to courses in the 30-33 hours in teacher education).
- D. The course work is counted in lieu of an equal number of hours of the 64 already taken at a junior college so that no more than 64 semester hours, in total (including all General Education), are being counted from junior colleges.
- E. The last nine semester hours of credit in the area of specialization were completed in an institution having an approved teacher certification program in the area of concern. Junior colleges do not have state approved teacher certification programs.

Certification Requirements

In order for Southwestern Christian University to recommend candidates for certification, candidates must meet all requirements for teacher education. In addition, candidates must complete at least their last 24 semester hours in the area of specialization (the teaching field) and professional education at SCU.

Clinical Practice

Introduction

The Clinical Practice component of the teacher education program at SCU provides teacher candidates with extensive opportunities to move beyond being students of organized knowledge to becoming classroom teachers who put their acquired knowledge into practice in the classroom.

SCU's partners in this process of providing guided and gradual induction into classroom teaching are the teachers and administrators in P-12 school systems. The Department of Education works collaboratively with partner schools to provide field-based programs for teacher education candidates seeking initial certification.

The Teacher Education Program at SCU places candidates in clinical placement sites that are aligned with the EPP's mission and the Teacher Education Conceptual Framework. The Conceptual Framework is grounded in the notion that candidates become critical thinkers, problem solvers, and leaders through Caring, Reflection, Service, and Scholarship--all active qualities that require significant clinical experiences.

Clinical practice requirements include 70-80 clock hours of time spent in partner schools (40 hours in content areas and 40 hours in diverse classrooms) in the P-12 classroom with clinical faculty member (P-12 classroom teachers) prior to the 14-week clinical internship (student teaching).

Clinical Practice Sequence & Quantity

*Note: Each secondary candidate will complete 10 hours of clinical practice in a content specific classroom setting and 10 hours of clinical practice in an Diverse classroom setting.

Sophomore Year

Second Semester

- a. EDUC 2113 Foundations in Education
- b. EDUC 2000 Foundations Clinical Practice – 15 hours

Junior Year

First Semester

- a. EDUC 3202 Educational Technology
- b. EDUC 3000 Technology Clinical Practice – 15 hours

Second Semester

- a. EDUC 4232 Assessment and Evaluation (Secondary Candidates)
- b. EDUC 4000 Assessment Clinical Practice – 20 hours
- c. ELED 4843 Assessment and Intervention Practices (ECDV and ELED)

- d. EDUC 4000 Assessment Clinical Practice – 20 hours

Senior Year

First Semester

- a. XXXX 4xx3 Methods of Teaching (depends on program of study)
- b. XXXX 4000 Methods of Teaching Clinical Practice – 20 hours
- c. ELED 4843 Methods of Teaching Reading in the Primary Grades
- d. ECDV 4000 Methods of Teaching Reading in the Primary Grades Clinical Practice – 20 hours

Second Semester

- a. EDUC 4815 Clinical Internship I – 6 weeks
- b. EDUC 4825 Clinical Internship II – 6weeks

Total Clinical Practice = 70 hours

Total Clinical Internship = 12 weeks

General Placement Policies

1. Each partner school has expressed a level of commitment to the SCU teacher preparation program by actively working with the Director of Teacher Education to determine the best placement of teacher candidates. Placements are a shared responsibility between SCU and the partner school. Candidates are tentatively assigned to a partner school based on the candidate's placement preferences, requests from program coordinators, school and clinical faculty availability, and diversity requirements. Requests are made by SCU to the school/school district.

Partner schools may choose to accept, modify, or reject requests. Partner schools confirm the placement in writing to the Department of Education office. Clinical faculty members are assigned based on areas of certification, experience, and effective teaching practices as identified by the partner school principal, university supervisors, program faculty member, teacher candidates and the Director of Teacher Education. Teachers selected for mentoring teacher candidates and clinical interns (student teachers) are required to have completed a total of three (3) years of teaching experience and have standard certification in the teacher candidate's major area of study.

2. To avoid potential conflicts of interest, candidates cannot complete clinical practices at school sites where they have children attending, close family members employed, have graduated from high school, or have completed other clinical practices. Depending on the size of the district and the closeness of the relationship, candidates may be precluded from completing clinical practices in a particular district if the potential for conflict of interest is high.

Candidates are expected to identify and disclose in writing any potential conflict of interest during the clinical practice enrollment process. Failure to disclose conflicts of interest can impact admission status, clinical practice credit, and possible delay or denial of clinical internship eligibility. Teacher candidates and clinical interns cannot complete clinical practices at school sites where they have been or are now employed.

3. SCU maintains a commitment to diversity in its field placements. Criteria considered in this commitment include school population, student population ethnicity, socioeconomic status, classroom/administration characteristics including number of special education teachers, and free/reduced lunch information. Candidates will be required to complete two of the four clinical practices/clinical internship (student teaching) in partner schools reflecting diversity and socioeconomic status percentages established.

4. For each clinical practice, candidates are placed with a clinical faculty member who has a teaching license area most closely aligned with the candidate's major. PK-12 majors can expect to complete clinical practices in both elementary and secondary sites as they progress through their programs.

Clinical practice #1, #2, 3#, and #4 placements must be completed within a 30-mile radius of SCU in an identified partner school. Special placement options beyond the 30-mile limit may be considered on a limited basis during the candidate's clinical internship (student teaching) semester. Arrangements addressing site suitability, supervision, assessment, and logistics must be established. The strength of a candidate's academic background and the rationale for requesting a special placement are factors in determining approval. Requests for special placement during the clinical internship semester must be made at the time of application.

According to 1993 action of the State Board of Education, a student teacher/clinical intern may serve in the capacity of a substitute teacher, **at the discretion of the participating university**, school administration and clinical faculty member, under the following criteria:

The student **shall have completed a minimum of ten weeks** of direct, substantial, and full-day clinical internship under the direction of the clinical faculty member prior to serving as a substitute.

When a school partner determines that they desire to employ a student teacher/clinical intern as a full-time substitute teacher for the remainder of the school year, the following steps are applied:

- a. The principal contacts the Director of Teacher Education and makes the request.
- b. The Director of Teacher Education responds with a letter outlining the steps for dismissal of clinical intern to accept the position. A copy is mailed to the university supervisor, the clinical intern, and the school.
- c. The university supervisor ensures that the clinical intern has met all requirements for the semester including completion of the Teacher Work Sample and contacts the Director of Teacher Education giving this information.
- d. The clinical intern then may accept the position as a permanent substitute for the remainder of the clinical internship semester.

5. School assignment information will be provided to candidates when the placement is confirmed and/or at the designated time.

6. The University has the final authority regarding the site selection for the candidate's placement and assignment.

7. Southwestern Christian University considers clinical practices to be a valuable educational experience. Guidelines have been established to ensure that all teacher candidates and clinical interns are provided physically and psychologically safe environments in which to learn and grow as professional educators.

All teacher candidates are required to sign a **university approved release form**, which includes an agreement to adhere to all SCU policies and the policies set for teachers of the assigned school site for the duration of the clinical practice.

All teacher candidates must complete an **emergency contact information form** before the initial visit to the school site. Should an emergency occur during the clinical practice, the department chair, Director of Teacher Education, instructor, and/or the Dean of Humanities and Education should be notified immediately. This notification must be followed by a formal report completed within 30 days according to the following procedure:

- 1) Any unexpected incident occurring during the clinical practice should be reported in writing to the appropriate department chair, school director, instructor, and/or dean within 30 days following the clinical practice incident.
- 2) If an incident involving candidate conduct occurs, an incident report must be filed within 30 days with the office of Teacher Education who then reports to the dean. The dean reports the incident to the Vice President of Academic Affairs.

Tips for Success in the Clinical Practice

Clinical practice is an important part of the Teacher Education Program. It is very important to remember candidates are representing SCU and the Education Department during field work time. Please pay close attention to the following guidelines:

Be punctual: Leave early on the first day to allow time for getting lost, locating a parking space, finding the right door into the school building, and locating the classroom. If you are unavoidably delayed, phone the school and leave a message for your cooperating teacher. As a rule of thumb, always plan to arrive ten minutes before you are expected.

Sign in: Sign in at the school office each time you arrive at the school. Wear your name tag at all times.

Always show up as expected: Remember that teachers often have to work when they are not feeling their best, and they will expect the same dedication from you. If you are seriously ill, make sure you contact the clinical teacher in advance of when you are expected. Make plans with the teacher to make up your time. Keep absences to a minimum. It is the teacher's prerogative, or that of the Education Department, to end the experience if you have as **few as one unexcused absence**. *You will be missed when you are not present – do not disappoint the teachers or the students in the classroom.*

Be aware of the school's calendar and closings: This is your responsibility. Discuss the calendar with your P-12 teacher and plan for days when the school will be closed. Plan to make up all missed days.

Display a professional attitude during the clinical practice. Be positive, enthusiastic, outgoing, and supportive of the clinical faculty member. Do not complain about class assignments or other personal matters.

This experience is what YOU make it: Take initiative and become involved in the classroom activities and with the students. Be flexible and accommodate the teacher's schedule when needed; be willing to visit on different days if needed. Earn your clinical faculty member's trust and respect by volunteering in small ways to demonstrate your eagerness and show your ability to follow the teacher's lead. To become a successful participant, you will likely need a combination of patience, gentle persistence, and a positive and respectful attitude.

Be discreet: Be mindful of your conversations and actions. This applies in the school, community, and class. Take care not to use the names of teachers and/or pupils when discussing your observations in class. This is a serious privacy issue.

Be prepared: Clinical practices are an important part of your academic course work. Assist the teacher with class activities. If you plan to present a lesson on a particular day – be certain you are there, with a well-prepared, pre-approved (if required) lesson, and all the materials that are needed.

Be responsible: If the teacher lends you materials, be sure to return them. Be clear about whether copies of papers are for you to borrow or to keep. Check on the school policy about use of the school copy machine before making copies.

No visiting: SCU candidates are in classrooms/schools to observe and be helpful and are not there to socialize with peers.

Leave your cell phone in your car: If you must take it into the school for some reason, be sure that it is "off" while you are inside. Only use it in an emergency, most schools have rules against cell phone usage.

Make sure all communication is professionally done: This includes all written and spoken communication as well as email, texting, and other forms of electronic communication.

Evaluation: Feedback from the clinical faculty member will be gathered at the end of the clinical practice experience. Questionable candidate performance (low scores on the evaluation) will be addressed by the course instructor and/or the Teacher Education Council (TEC). This information will be considered at transition points.

When arriving at the assigned school for the first time, go to the office, introduce yourself, and ask to see the person responsible for the coordination of the SCU clinical practice program. There are many opportunities to become involved as you work with teachers and administrators; hopefully, you will be involved in a variety of situations. This may not happen immediately. The principal and the teachers with whom you are working will decide the areas of the educational program with which you will become involved. If the clinical faculty member does not assign tasks for you, show your initiative and volunteer to assist in the activities taking place. The time you spend

becoming fully involved in the activities of the classroom demonstrates your desire to become a teacher and your professional work ethic.

Be professional at all times. A sense of loyalty to the school and a high regard for professional ethics is essential; therefore, acquaint yourself with the general policies of the school; maintain strict confidentiality about the students, their records, school problems, and the clinical faculty member with whom you work. Appropriate dress identifies you as a professional even at this level of experience. Maintaining a positive approach to your involvement at the school will demonstrate your desire to become an educator.

Let the teachers and administrators know you appreciate their efforts on your behalf and make yourself available to help when needed.

Clinical Practice #1 - #3 Overview

Purpose - Clinical practices are vital components in all teacher education programs at SCU. They allow candidates to gain firsthand knowledge of how learning theory and teaching methodologies are being utilized by classroom teachers.

Procedures – Teacher Candidates

1. Provide documentation to Director of Teacher Education that a valid background check has been conducted by an approved SCU vendor prior to reporting to the assigned school site. Background checks are valid for one (1) year.
2. Report to the school on the designated day and time. The purpose of this meeting is to set the clinical practice schedule. If the teacher candidate is unable to meet at this time he/she is instructed to call prior to the designated time to make other arrangements.
3. Be at the school a minimum of two (2) hours or more per week when schedule permits.
4. Complete a minimum of twenty (20) hours at the school during the semester. These hours should focus on instructional activities rather than extra-curricular events.
5. Arrange the clinical practice schedule to accommodate SCU program requirements, the teacher candidate's individual schedule, and the clinical faculty member's schedule.
6. Follow the arranged schedule. The clinical faculty member should be notified in advance if a change in the schedule is needed.
7. Participate in a variety of experiences within the classroom setting.
8. Have the opportunity to become involved with students and teachers.
9. Complete the log sheets and submit to SCU instructor during the designated time.
10. Discuss with professor and the Director of Teacher Education any difficulties /concerns regarding placement.

Procedures - Clinical Faculty

1. Notify Director of Teacher Education if a teacher candidate has been placed in a school where he/she has a family member attending or working.
2. Structure opportunities for the teacher candidate to participate in a variety of classroom experiences and to interact with students and other teachers.
3. Complete and provide documentation of assessment instrument training.
4. Complete the evaluation form and send electronically to the Director of Teacher Education.

Procedures – Partner School Administrator

1. Confirm placement of teacher candidate with qualified teacher.
2. Communicate the name of clinical faculty member to Director of Teacher Education.
3. Sign Partnership Agreement Form and return to Director of Teacher Education.
4. Notify Director of Teacher Education of any issues, school closings, or other events that would impact the clinical experience schedule.

Procedures - Director of Teacher Education

1. Confirm placement, Clinical Faculty member qualifications and verify placement appropriateness.
2. Provide assessment instrument training.
3. Monitor the completion of all electronically submitted assessment forms.
4. Discuss with teacher candidates any difficulties/concerns expressed by the clinical faculty member and/or school prior to receiving grade for completion of the clinical practice.

Responsibilities – Teacher Candidates

1. Spend a minimum of two (2) hours per week in the school and a minimum of twenty hours during the semester.
2. Cooperate fully with clinical faculty member.
3. Be aware of school policies.
4. Assist the clinical faculty member whenever possible.
5. Follow the clinical faculty member's rules of conduct.
6. Plan in advance with the clinical faculty member to whom they are assigned.
7. Volunteer to help the clinical faculty member with various duties and activities.
8. Assist students as determined by the clinical faculty member.
9. Be dependable, by arriving on time and being present on assigned days.
10. Demonstrate a professional demeanor through appropriate dress and attitude.
11. Notify the clinical faculty member when an absence is necessary.
12. Place all required documents into SCU Teacher Education Portfolio.
13. Submit time sheet to document time involved in classroom.
14. Be aware that SCU teacher candidates are public relations representatives of Southwestern Christian University

Responsibilities – Partner School Administrator

1. Understand the purpose of the Clinical Practice #1.

2. Acquaint teacher candidates with school policies and rules.
3. Prepare clinical faculty member for having teacher candidates in their classrooms.
4. Arrange for placement of teacher candidates in classrooms matching their area of certification.
5. Answer questions as well as assist teacher candidates by assigning them to clinical faculty member who model teaching excellence.
6. Understand that candidates are not trained to assume the responsibility of an entire classroom.
7. Support SCU training of clinical faculty member in the role of mentor.

Responsibilities – Clinical Faculty

1. Supervise teacher candidates as they assist with classes.
2. Explain the purpose of the activities.
3. Understand that teacher candidates are not trained to assume the responsibility of an entire classroom.
4. Provide opportunities to observe lesson planning and various uses of instructional materials and equipment.
5. Provide a variety of experiences. For teacher candidates to receive the maximum benefit from the experience, it is suggested that they be involved in a variety of activities.
6. Provide opportunities to learn about the major components of teaching.
7. Complete and provide documentation of assessment instrument training.
8. Complete an electronic assessment form of teacher candidate and submit to Director of Teacher Education by due date.

Assessment of the Clinical Practice #1 - #3

All teacher candidates will maintain a time sheet documenting the participation hours. The time sheet should be completed after each visit recording the date, time, and type of involvement. The clinical faculty member also signs the log sheet validating each occurrence. At the completion of the clinical practice, the teacher candidate will submit the time sheet to the SCU course instructor according to the instructor's syllabus.

The evaluation form for the clinical faculty member's assessment of the candidate will be sent to each clinical faculty member near the end of the clinical practice semester. The clinical faculty member will complete the assessment form and share the contents with the teacher candidate. The **clinical faculty member** will be responsible for returning the completed electronic assessment form to the Director of Teacher Education and to the teacher candidate.

A teacher candidate's grade will be contingent on the completion of twenty (20) hours of involvement as documented by the time sheet as well as clinical faculty assessments submitted to the Director of Teacher Education's office. It will expedite the process if teacher candidates submit time sheets to the SCU instructors at the designated time.

Teacher candidates will receive an "I" (Incomplete) for the course if the clinical practice time sheet is not submitted or complete.

Clinical faculty members will also be expected to complete the assessment form and submit it to the Director of Teacher Education in a timely manner. All forms used in the assessment process of the clinical practice hours are part of the official reporting system; therefore, **candidate falsification of any records can result in a failing grade for the course and/or removal from the program.**

Candidates must submit the time sheet to the instructor who submits it to the Director of Teacher Education's office for verification of all hours of involvement.

The Clinical Faculty's "Assessment of the Teacher Candidate" should be submitted by the clinical faculty member to the Teacher Education office.

EDUC 2000 Foundations in Education Clinical Practice #1

Purpose

The purpose of the first clinical practice is to provide teacher candidates, before admission to the Teacher Education Program, the opportunity to begin to identify the knowledge, skills, and dispositions involved in helping all students learn. Working with teachers and students in a school setting provides the opportunity, for those considering teaching as a career, to be involved in meaningful and relevant activities. The experiences should increase candidates' understanding of teaching as a career and the responsibilities associated with being an educator. Occurring during the time candidates are enrolled in EDUC 2113 Foundations in Education, the initial clinical practice is designed to assist potential teacher candidates make earlier and wiser decisions relative to entrance into Teacher Education. Candidates will have the option of completing the application into SCU Teacher Education as part of this course.

Scope

The first clinical practice should provide teacher candidates with opportunities to be involved in the application of the education theories addressed in university class work and textbooks. These include:

- Experience actual classroom settings
- Observe student behavior
- Become familiar with school policies such as working hours, records and reports, lesson planning and other responsibilities as they affect teachers
- See the importance of effective classroom management
- Become involved with the use of instructional media and materials
- Interact with students
- Assist the clinical faculty member

The preceding list is not all encompassing. Certainly many other situations will arise which can provide insights into the rewards and demands of teaching. The clinical practice, as part of the Foundations in Education course, is intended to assist teacher candidates in making better decisions concerning the pursuit of a career in P-12 education. It should also help them to identify particular areas of interest and aptitude.

Clinical Practice #1 Active Involvements

EDUC 2000 Clinical Practice #1– EDUC 2113 Foundations – Active Involvements

Mark the level of participation teacher candidates demonstrated for each involvement. Use the following scale:

T=Target A=Acceptable U=Unacceptable N/A=Not Available

Caring

- | | |
|--|--|
| *Learn students' names | *Be respectful of mentor and colleagues |
| *Talk with every student | *Share a personal interests or skill |
| *Help students make up work | *Model appropriate language & behavior |
| *Sit near student with behavioral needs | *Dress professionally and appropriately |
| *Deliver predetermined behavioral support plan | *Be punctual and considerate |
| *Find information to answer student questions | *Communicate absence as soon as possible |

Reflective

- | | |
|--|---|
| *Record and comment on student writing | * Develop a student interview or survey |
| * Identify how your presence impacts the classroom | * Make objective observations |
| *Make a seating chart, code teacher & student interactions | * Record participation patterns |
| *Collect data on student behavior | |
| *Examine and compare student work for individual differences | |
| *Identify how school policies impact the classroom environment | |

Service

- | | |
|--|------------------------------------|
| *Take lunch count | * Check or grade papers with a key |
| *Record grades | * Organize or file |
| *Write notes on chalkboard or whiteboard | * Operate technology |
| *Teach a routine part of lesson to whole group | * Pass out papers or assignments |
| *Take attendance / stuff mailboxes | |
| *Create / Construct a bulletin board | * Speak clearly & project voice |
| *Give directions to individual students | * Create materials with teacher |
| *Give concise communications to students | |

Scholarship

- *Provide students with assistance in finding information
- *Answer individual questions
- *Assist individual students with technology
- *Assist with finding resources
- *Familiarize self with School District Policy Manual
- *Familiarize self with Emergency Procedures
- *Become acquainted with support personnel roles/responsibilities
- *Become familiar with teaching material

EDUC 3000 Educational Technology Clinical Practice #2

Purpose

The intermediate clinical practice is the practical application of concepts being taught during the time candidates are enrolled in EDUC 3202 Educational Technology and supporting the concepts from major core courses. Candidates have been admitted to the Teacher Education Program and are developing the skills and competencies to prepare them for clinical internship.

This program is part of a continuing effort by the teacher preparation program to provide more "firsthand experiences" and narrow the gap between theory and practice. It is designed to be a collaborative effort in which the clinical faculty member and university faculty member work together in helping pre-service teacher education candidates make a smooth transition from the university classroom to the final phase of their preparation program that includes 16 full weeks of clinical internship.

Scope

The intermediate clinical practice should provide teacher candidates' opportunities to be involved in the application of the education theories addressed in university class work and textbooks. These include the following:

- Integrate technology enhanced instruction into specific lessons
- Have additional experience in the real world of students, school communities, and the teaching profession
- Improve levels of competence and confidence in using the professional skills they are developing
- Practice and exhibit professional scholarship and behavior
- Learn about and be included in different and diverse educational experiences
- Identify classroom conditions which are varied and appropriate
- Become knowledgeable about both the scientific and the artistic dimensions of teaching as demonstrated in real classroom situations
- Conceptualize and predict accurately the interaction of influencing variables in teaching and learning
- Develop knowledge and skills in the areas of classroom management and student discipline
- Observe different teaching and learning styles
- Work directly with students as individuals in small groups and teach a minimum of one planned lesson to the class

The preceding list is not all encompassing. Certainly many other situations will arise which can provide insights into the rewards and demands of teaching. The clinical practice, as part of the Educational Psychology course, is intended to help teacher candidates make better decisions concerning the pursuit of a career in P-12 education. It should also help them to identify particular areas of interest and aptitude.

Clinical Faculty Assessment of Teacher Candidates #2

EDUC 3000 Clinical Practice #2 EDUC 3202 Technology - Active Involvements

Mark the level of participation the teacher candidate demonstrated for each involvement. Use the following scale:

T = Target

A = Acceptable

U = Unacceptable

N = Not Available

Caring

- *Discuss with students the types of technology they use
- *Facilitate small group discussions about how technology assists in learning
- *Supervise students during group times
- *Provide environment for small groups
- *Design a developmentally appropriate instruction
- *Develop motivational strategies

- *Design and deliver differentiated instruction for an individual student
- *Use appropriate classroom management (e.g. proximity control)
- *Explain a new classroom routine in multiple formats
- *Give clear instructions both verbal and written
- *Develop materials to support student learning at home

Reflective

- *Write reflective journal entries
- *Explain the reason for a rule or procedure
- *Use content specific instructional strategies
- *Develop new strategies based on reflection
- *Engage students in thinking about the content at the application level of Bloom's taxonomy.
- *Reflect on instructions with students
- *Reflect on individual lessons
- *Objectively describe student behavior

Service

- *Volunteer to research ways to use technology available
- *Visit classrooms utilizing technology for learning
- *Create supporting materials
- *Visit local community agencies
- *Create and implement a single lesson plan based on technology
- *Create a checklist
- *Operate technology
- *Create and lead classroom activities
- *Assume leadership of the class for short periods

Scholarship

- *Identify technology available
- *Create and implement a lesson for a small group
- *Develop objective test questions
- *Develop questions that lead students from their previous knowledge to new content
- *Assist individual students with technology
- *Develop a rubric for a technology integration

EDUC 4230 Assessment and Evaluation Clinical Practice #3
and
ELED 4843 Assessment and Intervention Clinical Practice #3 (Elementary & Early Childhood)

Purpose

The clinical practice is the practical application of concepts being taught during the time candidates are enrolled in EDUC 4232/ELED 4843. Candidates have been admitted to the Teacher Education Program and are developing the skills and competencies to prepare for clinical internship. This program is part of a continuing effort by the teacher preparation program to provide more "firsthand experiences" and narrow the gap between theory and practice with the focus on classroom assessments.

Scope

The clinical practice should provide teacher candidates' opportunities to be involved in the application of the education theories addressed in university class work and textbooks. These include the following:

- Have additional experience in the real world of students, school communities, and the teaching profession
- Improve levels of competence and confidence in using the professional skills they are developing
- Practice and exhibit professional scholarship and behavior
- Exposure to and inclusion in different and diverse educational experiences
- Identify classroom conditions which are varied and appropriate
- Differentiate between the scientific and the artistic dimensions of teaching as demonstrated in real classroom situations
- Conceptualize and predict accurately the interaction of influencing variables in teaching and learning
- Develop knowledge and skills in the areas of classroom management and student discipline
- Observe different teaching and learning styles
- Work directly with students as individuals in small groups and teach a minimum of one planned lesson to the class

The preceding list is not all encompassing. Certainly many other situations will arise which can provide insights into the rewards and demands of teaching. The clinical practice, as part of the Assessment and Evaluation course, is intended to help teacher candidates make better decisions concerning the pursuit of a career in P-12 education. It should also help them to identify particular areas of interest and aptitude.

Clinical Faculty Assessment of Teacher Candidates #3

Southwestern Christian University - Teacher Education Program
EDUC 4000/ECDV 4000 Clinical Practice #3 – EDUC 4232/ELED 4843 Assessment & Evaluation/Intervention – Active Involvements

Mark the level of participation the teacher candidate demonstrated for each involvement. Use the following scale:

T = Target

A = Acceptable

U = Unacceptable

N = Not Available

Caring

- | | |
|---|--|
| <input type="checkbox"/> Plan adaptations for a unit of instruction | <input type="checkbox"/> Organize effective grouping arrangements |
| <input type="checkbox"/> Adapt lesson for a few students | <input type="checkbox"/> Create a variety of scaffolds to support independent learning |
| <input type="checkbox"/> Create individualized materials | <input type="checkbox"/> Plan and execute effective classroom transitions |
| <input type="checkbox"/> Provide individualized feedback | <input type="checkbox"/> Design a classroom management plan |
| <input type="checkbox"/> Create alternative assessments | <input type="checkbox"/> Develop a plan for establishing routines/classroom procedures |
| <input type="checkbox"/> Evaluate some students individually | <input type="checkbox"/> Develop proactive and reactive classroom management plans |
| <input type="checkbox"/> Differentiate instruction according to all students' needs | |
| <input type="checkbox"/> Develop plan for building relationships | |
| <input type="checkbox"/> Create culturally relevant lesson and unit plans | |

Reflective

- | | |
|---|--|
| <input type="checkbox"/> Develop unit instructional goals | <input type="checkbox"/> Develop a nine weeks grading plan |
| <input type="checkbox"/> Use pre and post assessments | <input type="checkbox"/> Reflect on multiple lessons |
| <input type="checkbox"/> Design new strategies based on formative assessment data | <input type="checkbox"/> Adjust teaching strategies based on an analysis of data |
| <input type="checkbox"/> Design, collect, and analyze summative assessment data | <input type="checkbox"/> Provide a rationale for new strategies |
| <input type="checkbox"/> Use summative assessment data to adjust unit teaching strategies | <input type="checkbox"/> Analyze teaching video |
| <input type="checkbox"/> Develop, implement, and evaluate multiple formative assessments. | <input type="checkbox"/> Develop resumes and portfolios in preparation for professional life |
| | <input type="checkbox"/> Develop a teaching philosophy |
| | <input type="checkbox"/> Complete Teacher Performance Assessment |

Service

- | | |
|--|--|
| <input type="checkbox"/> Interact with professional staff | <input type="checkbox"/> Interact with parents or community |
| <input type="checkbox"/> Attend data assessment meetings | <input type="checkbox"/> Attend community events |
| <input type="checkbox"/> Participate in parent conferences | <input type="checkbox"/> Attend athletic events/extracurricular activities |
| <input type="checkbox"/> Communicate with parents and administrators about student performance | |
| <input type="checkbox"/> | |

Scholarship

- | | |
|---|---|
| <input type="checkbox"/> Use a variety of content sources | <input type="checkbox"/> Engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy |
| <input type="checkbox"/> Use Oklahoma content standards to develop unit plans | |

- ☐ Students use a variety of sources
- ☐ Design activities that encourage students to integrate information from multiple content sources
- ☐ Engage students in thinking at all levels of Bloom's taxonomy
- ☐ Co-plan unit instruction with clinical faculty member
- ☐ Plan multiple lessons based on formative assessment data
- ☐ Integrate technology into instruction
- ☐ Co-teach with clinical faculty member
- ☐ Design new strategies based on formative summative assessment
- ☐ Design unit with multiple instructional strategies (e.g. discussion, inquiry, project-based learning)

Clinical Practice for Methods Classes

The fourth clinical practice is a 20-hour clinical experience in appropriate P-12 school setting. The clinical Practice is the practical application of concepts being taught in the methods class of candidates' discipline. Candidates have been admitted to the Teacher Education Program and are developing the skills and competencies to prepare for clinical internship for which they will apply during this course.

English Education

English Education candidates' clinical practice takes place in ENGL 4000 Methods of Teaching English Clinical Practice, which is taken concurrently with EDUC 4103 Methods of Teaching. The scope of this experience is to provide teacher candidates with the opportunity to practice methods used for teaching in the 5-12 English classroom. It stresses the teaching of languages, literature, and composition; with emphasis on current trends as shown in recent textbooks, journal articles, experimental studies, and curriculum guides.

History Education

History Education candidates' clinical practice takes place in HPSM 4000 Methods of Teaching History Clinical Practice, which is taken concurrently with EDUC 4103 Methods of Teaching. The scope of this experience is to provide teacher candidates with the opportunity to practice methods used for teaching in the 5-12 history classroom. It emphasizes the selection and organization of materials and methods of instruction and evaluation, creating active learning opportunities, effective teaching strategies, methods of historical inquiry, the use of primary and secondary sources in the classroom, curriculum development aligned with state standards, and lesson design and evaluation.

Physical Education/Health/Safety

Physical Education/Health/Safety candidates' clinical practice takes place in HPSM 4000 Methods of Teaching Elementary Physical Education Clinical Practice, which is taken concurrently with HPSM 4433 Methods of Teaching Elementary Physical Education. Candidates are also required to take EDUC 4103 Methods of Teaching. Even though a clinical practice is not directly linked with HPSM 4113, candidates will be involved in a clinical practice during the semester with activities and involvements coordinated between the methods faculty and the professional teacher education faculty member. The scope of this experience is to provide teacher candidates with the opportunity to practice methods used for teaching in the P-12 Physical Education/Health/Safety classroom. The emphasis is on group organization and program planning for instruction in a health and physical education curriculum.

Elementary Education

Elementary Education candidates' clinical practice takes place in ELED 4000 Methods of Teaching Reading in the Primary Grades Clinical Practice, which is taken concurrently with ELED 4803 Methods of

Teaching Reading in the Primary Grades. The scope of this experience is to provide teacher candidates with the opportunity to practice methods used for teaching in the 1-8 elementary classroom. The course emphasizes research-based approaches to reading instruction, incorporating principles for effective teaching and essential skills such as phonological system, syntactical system, semantic system, and pragmatic (social or cultural) system.

Early Childhood Development Education

Early Childhood Development Education candidates' clinical practice takes place in ELED 4000 Methods of Teaching Reading in the Primary Grades Clinical Practice, which is taken concurrently with ELED 4803 Methods of Teaching Reading in the Primary Grades. The scope of this experience is to provide teacher candidates with the opportunity to practice methods used for teaching in the P-3 early childhood classroom. The course emphasizes research-based approaches to reading instruction, incorporating principles for effective teaching and essential skills such as phonological system, syntactical system, semantic system, and pragmatic (social or cultural) system.

Clinical Faculty Assessment of Teacher Candidates #4

Southwestern Christian University - Teacher Education Program Methods Class Clinical Practice

Mark the level of participation the teacher candidate demonstrated for each involvement. Use the following scale:

T = Target

A = Acceptable

U = Unacceptable

N = Not Available

Caring

- | | |
|---|--|
| <input type="checkbox"/> Plan adaptations for a unit of instruction | <input type="checkbox"/> Organize effective grouping arrangements |
| <input type="checkbox"/> Adapt lesson for a few students | <input type="checkbox"/> Create a variety of scaffolds to support independent learning |
| <input type="checkbox"/> Create individualized materials | <input type="checkbox"/> Plan and execute effective classroom transitions |
| <input type="checkbox"/> Provide individualized feedback | <input type="checkbox"/> Design a classroom management plan |
| <input type="checkbox"/> Create alternative assessments | <input type="checkbox"/> Develop a plan for establishing routines/classroom procedures |
| <input type="checkbox"/> Evaluate some students individually | <input type="checkbox"/> Develop proactive and reactive classroom management plans |
| <input type="checkbox"/> Differentiate instruction according to all students' needs | |
| <input type="checkbox"/> Develop plan for building relationships | |
| <input type="checkbox"/> Create culturally relevant lesson and unit plans | |

Reflective

- | | |
|---|--|
| <input type="checkbox"/> Develop unit instructional goals | <input type="checkbox"/> Develop a nine weeks grading plan |
| <input type="checkbox"/> Use pre and post assessments | <input type="checkbox"/> Reflect on multiple lessons |
| <input type="checkbox"/> Design new strategies based on formative assessment data | <input type="checkbox"/> Adjust teaching strategies based on an analysis of data |
| <input type="checkbox"/> Design, collect, and analyze summative assessment data | <input type="checkbox"/> Provide a rationale for new strategies |
| <input type="checkbox"/> Use summative assessment data to adjust unit teaching strategies | <input type="checkbox"/> Analyze teaching video |
| <input type="checkbox"/> Develop, implement, and evaluate multiple formative assessments. | <input type="checkbox"/> Develop resumes and portfolios in preparation for professional life |
| | <input type="checkbox"/> Develop a teaching philosophy |
| | <input type="checkbox"/> Complete Teacher Performance Assessment |

Service

- | | |
|--|--|
| <input type="checkbox"/> Interact with professional staff | <input type="checkbox"/> Interact with parents or community |
| <input type="checkbox"/> Attend data assessment meetings | <input type="checkbox"/> Attend community events |
| <input type="checkbox"/> Participate in parent conferences | <input type="checkbox"/> Attend athletic events/extracurricular activities |
| <input type="checkbox"/> Communicate with parents and administrators about student performance | |

Scholarship

- | | |
|---|---|
| <input type="checkbox"/> Use a variety of content sources | <input type="checkbox"/> Engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy |
| <input type="checkbox"/> Use Oklahoma content standards to develop unit plans | <input type="checkbox"/> Students use a variety of sources |

- Design activities that encourage students to integrate information from multiple content sources
- Engage students in thinking at all levels of Bloom's taxonomy
- Co-plan unit instruction with clinical faculty member
- Plan multiple lessons based on formative assessment data
- Integrate technology into instruction
- Co-teach with clinical faculty member
- Design new strategies based on formative summative assessment
- Design unit with multiple instructional strategies (e.g. discussion, inquiry, project-based learning)

Diverse Clinical Practice

Purpose

The purpose of this clinical practice is to provide teacher candidates the opportunity to begin to identify the knowledge, skills, and dispositions involved in helping ESL/ELL students learn. Furthermore, working with ESL/ELL teachers and tutoring students one-on-one in a school setting provides the opportunity to be involved in meaningful and relevant activities. The experiences should increase candidates' understanding of teaching ESL/ELL students as a career, as well as deepen their awareness of the responsibilities generally associated with being an educator. The ESL/ELL clinical practice occurs while candidates are enrolled in their professional education courses, (EDUC 2000, 3000, 4000 or ENGL/HIST/PE 4000) and is designed to allow teacher candidates to develop the practical competencies required of a professional educator working with ESL/ELL students.

Scope

The Diverse clinical practice should provide teacher candidates with opportunities to be involved in the application of best practices and dispositions addressed in university class work and textbooks. These include:

- Experience actual classroom settings
- Observe student behavior
- Become familiar with school policies such as working hours, records and reports, lesson planning and other responsibilities as they affect teachers
- See the importance of effective classroom management
- Become involved with the use of instructional media and materials
- Interact with students
- Assist the clinical faculty member
- Learning about the prudential considerations of being a professional educator, e.g. showing up on time, dressing professionally, and conducting oneself appropriately.

The preceding list is not exhaustive. Certainly many other situations will arise which can provide insights into the rewards and demands of ESL/ELL teaching. The clinical practice, a one-on-one tutorial experience, is intended to assist teacher candidates in entering a career in education with greater understanding of the practicalities of teaching ESL/ELL students.

Diverse Clinical Practice Active Involvements

(Course Abbr./Number) Diverse Clinical Practice– Active Involvements

Mark the level of participation teacher candidates demonstrated for each involvement. Use the following scale:

T=Target A=Acceptable U=Unacceptable N/A=Not Available

Caring

- *Learn students' names
- *Talk with assigned student(s)
- *Help student make up work
- *Find information to answer student questions
- *Be respectful of mentor and colleagues
- *Build rapport with student
- *Model appropriate language & behavior
- *Dress professionally and appropriately
- *Be punctual and considerate
- *Communicate absence as soon as possible

Reflective

- *Record and comment on student writing
- *Identify how your presence impacts the classroom
- *Record participation patterns
- *Collect data on student behavior
- *Examine and compare student work for individual differences
- * Make objective observations

Service

- *Operate technology
- *Taking time to make modifications or other
- *Give concise communications to students
- *Give directions to individual students
- *Speak clearly at an appropriate speed and with appropriate vocabulary for student
- *Helping students understand and complete assignments for their content classes
- *Prioritizing objectives for the tutoring session

Scholarship

- *Provide students with assistance in finding information
- *Answer individual questions
- *Assist individual students with technology
- *Assist with finding resources
- *Familiarize self with School District Policy Manual
- *Familiarize self with Emergency Procedures
- *Become acquainted with support personnel roles/responsibilities
- *Become familiar with teaching materials

Clinical Internship

Clinical Interns will be evaluated at the conclusion of the 14-week internship experience by Clinical Faculty. The University Supervisor will evaluate the clinical intern during the midterm and conclusion of the 14-week internship experience.

Procedures: Components/Time Frame

| | | |
|--------------|---------|---|
| Time: | 7 weeks | EDUC 4815 Clinical Internship Placement #1 |
| | 7 weeks | EDUC 4825 Clinical Internship Placement #2 |
| | Online | EDUC 4812 Classroom Strategies (meet on campus for 8 class sessions TBD during the semester) |

Total: 14 weeks

Clinical Internship Daily Schedule

Clinical interns will be required to follow the partner school's daily schedule and will arrive and leave based on the contractual time as regular teachers. This usually means from 7:30 a.m. to 3:30 p.m. each day, Monday through Friday, including planning periods. The University Supervisor will inform the clinical intern as to the exact time prior to the beginning day since times will vary by district and grade level. Clinical interns will also be required to follow the school's schedule throughout the semester (14 weeks) including holidays, snow days, and in-service days. Daily attendance is determined by the partner school's schedule, not SCU's schedule. Absences must be reported to Clinical Faculty, University Supervisor, and Education Department Chair. Absences must be made up.

Due to the rigorous nature of clinical internship and specific EPP requirements to be present in the partner school for 14 consecutive weeks to fulfill "contractual time as a regular teacher" in order to be recommended for certification, clinical interns cannot participate in SCU athletic events that conflict with student teaching requirements during the clinical internship semester. Absences to participate in SCU athletic events are not excused absences.

Clinical Interns must complete a Chapel Exemption Form to be excused from SCU chapel services during internship experience.

Placement Criteria

ECDV, ELED, ENGL and HIST Majors: Full 14-week block placement (placed at only one school)

P-12 Majors (Health & Physical Education) Assigned:

Placement I -- 7 weeks – Elementary or Secondary

Placement II -- 7 weeks – Secondary or Elementary

P-12 clinical interns are required to complete both an elementary and a secondary placement. Middle school may be considered either elementary or secondary, but not both.

Placement Information

To avoid potential conflicts of interest, candidates cannot complete clinical internship at school sites where they have children or close family members, have graduated from high school, or have been or are employed. Depending on the size of the district and the closeness of the relationship, candidates may be precluded from clinical internship in a particular district if the potential for conflict of interest is high.

Candidates are expected to identify and disclose in writing any potential conflict of interest during the clinical internship enrollment process. Failure to disclose conflicts of interest can impact admission status, clinical internship credit, and possible delay or denial of clinical internship eligibility.

SCU maintains a commitment to diversity in its clinical practice placements. Criteria considered in this commitment include school population, student population ethnicity, socio-economic status, classroom/administration characteristics including number of special education teachers, and free/reduced lunch information. Candidates will be required to complete clinical practices and clinical internship in partner schools reflecting diversity.

The University has the final authority regarding the site selection for the candidate's placement and assignment.

Placements must be within a 30-mile radius of SCU in an identified Partner School. A current list of Partner Schools is maintained by the Teacher Education Office.

Assignment Procedures

Clinical Interns are assigned to a partner school based on the candidate's placement preferences, school and clinical faculty availability, and diversity requirements. Requests are made by SCU to the school/school district. Partner schools may choose to accept, modify, or reject requests. Partner schools confirm the placement in writing to Director of Teacher Education.

When the placement site is confirmed, the partner school principal selects the classroom teacher who will serve as Clinical Faculty member based on specified criteria. Director of Teacher Education also assigns each clinical intern a University Supervisor who will make two (midterm and final) on-site visits throughout the semester and assess the clinical intern's progress. School assignment information will be provided to candidates when the placement is confirmed and/or when all requirements and documentations are received.

Special Request Procedures

If a particular classroom teacher is interested in having a specific teacher candidate complete the clinical internship component with him/her, the classroom teacher should communicate the interest to the building principal. Only principals can make a request for a specific candidate to complete his/her clinical internship in a school, and it must be in writing to Director of Teacher Education prior to the placement confirmation process. Special requests that represent conflicts of interest will not be honored.

Background Checks

All clinical interns are required to have a background check conducted by an SCU approved vendor prior to reporting to their assigned school. Background checks are valid for one (1) year. Documentation of a current and valid background check must be in the individual intern's file in the Teacher Education office.

Assessment of the Clinical Intern and Program

Clinical Faculty Assessment of Clinical Intern

Throughout the clinical internship experience, clinical faculty member should provide both formal and informal evaluations of candidates' strengths and weaknesses. This information should be communicated regularly with the clinical intern and university supervisor. Early documentation of concerns is a must. The University Supervisor will complete a mid-term evaluation and share that information with both clinical faculty and clinical intern to discuss progress or concerns. Clinical internship is graded on a Pass/Fail basis. At the end of the semester, assessments are received from both the clinical faculty member and the university supervisor and are included in the candidate's placement folder. Candidate assessments are also aggregated to provide data about program strengths and weakness.

Clinical Faculty Assessment of University Supervisor

The clinical faculty member from each participating school will receive a program assessment form near the end of the semester. Any suggestions for improvement of the overall process will be appreciated. This information is aggregated to provide data about program strengths and weaknesses.

University Supervisor Assessment of Clinical Intern

The university supervisor completes two (2) to three (3) formal observations of the clinical intern during the semester. Each visit is comprised of the observation of the clinical intern engaged in the delivery of instruction. The university supervisor is also responsible for assessing the portfolio artifacts completed during the clinical internship experience. Assessment of the clinical intern's professional growth is a continuous process involving the mentor teacher, the university supervisor and the intern. As a university faculty member (or adjunct faculty member), the university supervisor assumes direct responsibility for the final grade earned by each intern for credit hours in clinical practice. "Pass" and "Fail" will be used for reporting the final grade.

University Supervisor Assessment of Clinical Faculty

The university supervisors will assess the clinical faculty member based on the identified roles and responsibilities.

Clinical Intern Assessment of Teacher Education Program

Clinical interns complete program assessment form. Any suggestions for improvement of the overall process will be appreciated. This information is aggregated to provide data about program strengths and weaknesses.

Clinical Intern Assessment of University Supervisor

The clinical intern will assess the university supervisor based on the identified roles and responsibilities.

Clinical Intern Assessment of Clinical Faculty

The clinical intern will assess the clinical faculty member based on the identified roles and responsibilities.

Clinical Intern Self-Assessment

The clinical interns will assess themselves based on the identified roles and responsibilities. This information is aggregated to provide data about program strengths and weaknesses.

Certification

Standard Certification

Standard Certificate – Upon successful completion of the teacher education program and testing requirements, an application is made to the State Department of Education for a certificate. Application is made directly from the SCU Teacher Education office, and then processed through the Oklahoma State Department of Education.

Issuance of Initial License

The State Board of Education shall issue a certificate to teach to any person who completed his/her initial teacher education program after January 31, 1982, has not taught in a state accredited elementary or secondary school for a minimum of one year and who meets all of the following requirements: (If the individual completed his/her initial teacher education program prior to February 1, 1982 he/she should contact the State Department of Education regarding certification requirements).

- A. Has successfully completed all training and courses required by the State Board of Education based on the guidelines and program in effect at the time of application for certification.
- B. Has graduated from an accredited four-year college or university and holds the standard baccalaureate degree (The only exceptions are those applying for certification in specific vocational-technical programs).
- C. Has received a passing score on all of the curriculum examinations (OGET, OSAT, ORT (for EC, Elem., and Special Education only), OPI (for foreign language majors only), and OPTE).
- D. Has completed an application to the Teacher Education Services office and paid the appropriate application fee to the State Department of Education. The Director of Teacher Education will review course work with respect to the appropriate SCU approved program requirements and certifies that those requirements have been completed. When the Dean concurs, the application is then forwarded to the Professional Standards section of the State Department of Education.
- E. Have on file with the Oklahoma State Board of Education, a current Oklahoma State Bureau of Investigation criminal history record AND Federal Bureau of Investigation fingerprint based criminal history record. (Effective Nov. 1, 2001, 70 O.S. 6-190)

License/Certification Requirements

Compliance with certification requirements is the responsibility of the individual seeking the credential. The Director of Teacher Education can assist in the process, but compliance with all rules and regulations pertaining to certification is the responsibility of the candidate.

The individual seeking certification is responsible for following all guidelines presented in Southwest Christian University undergraduate catalog, depending upon the academic level of the credential sought. Bachelor level programs require the completion of educational degree requirements and passing scores on all three (3) state exams for certification.

Periodically the program guidelines, course work, and state regulations change. It is the responsibility of the individual interested in or seeking certification to meet the revised standards. An individual should therefore periodically review the most recent SCU catalog, certification course lists, and state regulations, particularly when an extended period of time has elapsed during the completion of a program.

Program Completers: Application Procedures for University Recommendation

Southwestern Christian University Department of Education/Teacher Education office is located in the LLC Building, second floor. Information regarding certification may be obtained from that office. Information and applications for certification based on meeting the requirements of Southwestern Christian University approved

programs are completed through the Director of Teacher Education and an online process through the State Department of Education.

To obtain certification, the individual should

- A. Complete all courses identified for Major Core Curriculum and the respective professional education and specialized areas as listed in the undergraduate catalog or communicated through the academic advisor.
- B. Candidates must wait until their degree is posted to the transcript before applying for their certification. If a bachelor's degree has been completed prior to seeking certification (seeking certification only), candidates can apply after final grades are on the transcript.
 - All coursework from other colleges must be transferred to the SCU transcript. Candidates will need to attach official transcripts all other colleges attended.
 - Candidates can be interviewing for jobs before they apply for certification.
- C. Candidates must have passed all appropriate exams (OGET, OSAT, ORT (for Special Education, Early Childhood, and Elementary majors only), OPI (for foreign language majors only), and OPTE.
- D. Candidates should make application for the license during the final day the Classroom Strategies class that meets during the clinical internship semester with the Director of Teacher Education's office. When the director at SCU completes the review of coursework with respect to the appropriate SCU approved program requirements and certifies that the aforementioned requirements (A-C) have been completed and the Dean concurs, application is made to the Teacher Certification Section of the State Department of Education.

Apply Through the State Department of Education:

- Access the State Department's online application website at www.sde.state.ok.
 - Submit processing fee. You must use a credit card or debit card.
 - Supply Name (do not use caps), Social Security Number, Sex, Birthday (00/00/0000).
 - Submit Address (this is where your license will be mailed).
 - Fill in Telephone Number (must list at least one number).
 - Submit Felony Questionnaire.
 - Review your information (check to correct errors).
- F. Candidates should arrange OSBI and FBI fingerprinting and background checks. State Department of Education (www.sde.state.ok.us). Phone: 521 – 3337 Fingerprint and background checks are good for one (1) year only.

Issuance of Standard Certificates

The State Board of Education shall issue a certificate (valid for 5 years) to any person who meets all of the following requirements:

- A. Holds a license
- B. Has made application to the State Department of Education and paid the certification fee.
- C. Passed all three certification exams

Appendices

Appendix A: Conceptual Framework

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, they understand differences and care about creating an inclusive environment, and they work 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 SCU Department of Education Conceptual Framework guides our work as a unit. 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 Unit works to ensure that the programs and thus its teacher candidates are as knowledgeable of their field as possible. To that end the unit has aligned its program with standards set forth by the Oklahoma Commission for Teacher Preparation, the Interstate Teacher Assessment and Support Consortium (InTASC) (see Appendix B: InTASC Standards) and the National Council for Accreditation of Teacher Education (NCATE). 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.

Appendix B: Professional Code of Ethics for Teacher Candidates

Professional Code of Ethics for Teacher Candidates

Southwest Christian University believes that its commitment to quality should be matched by its candidates in the education programs. Educators are important to our national well-being. They provide our society with its great leaders and productive, concerned citizens so necessary to the vitality of our democracy.

All candidates seeking admission to 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 effective 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 SCU's 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 field experiences 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 P-12 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 (please print) _____

Signature _____ Date _____

Appendix C: Liability Information

Legal Definition, Status, and Responsibility

Section 16.6 (1986) of the School Laws of Oklahoma defines a student teacher (intern) and discusses liability: . . . 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, shall be accorded the same protection of the laws as that accorded the certified teacher.

According to state law, the clinical intern/student teacher will be accorded the same protection of the law as that of the mentor teacher. Clinical intern / student teachers may feel more secure with additional liability insurance for particular purpose. Any candidate may purchase insurance from various organizations of professional educators as well as from independent insurance agencies.

Southwestern Christian University Risk Management Notice

Students desiring insurance protection for their properties must provide their own. SCU is not responsible for stolen or lost property on the SCU campus. SCU is not liable for personal injuries sustained by students in classes or laboratory.

Appendix D: Oklahoma Minimum Criteria for Effective Teaching Performance

OKLAHOMA MINIMUM CRITERIA FOR EFFECTIVE TEACHING PERFORMANCE

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.

Appendix E: InTASC Standards

INTASC COMPETENCIES FOR TEACHER LICENSURE and CERTIFICATION

This standard asserts the importance of a strong content background and foundation of pedagogical knowledge for all candidates. Teaching is complex and preparation must provide opportunities for candidates to acquire knowledge and skills that can move all P-12 students significantly forward—in their academic achievements, in articulating the purpose of education in their lives and in building independent competence for life-long learning. Such a background includes experiences that develop deep understanding of major concepts and principles within the candidate's field, including college and career-ready expectations. Moving forward, college- and career-ready standards can be expected to include additional disciplines, underscoring the need to help students master a range of learner goals conveyed within and across disciplines. Content and pedagogical knowledge expected of candidates is articulated through the InTASC standards.

These standards are:

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix F: Foreign Language Proficiency Form

FOREIGN LANGUAGE PROFICIENCY FORM

CANDIDATE NAME: _____

Has demonstrated the required Foreign Language Proficiency by the following documentation:

Title of Foreign Language: _____

By the following documentation:

- _____ High School Courses (attach official transcript)
- _____ Sign Language (attach official transcript)
- _____ SCU Foreign Language (attach official transcript)
- _____ Transfer from University (attach official transcript)
- _____ Course CLEP (test results or transcript)
- _____ Native Speaker (see Teacher Education office)

Signature of Teacher Candidate

Date

Signature of Registrar

Date

Candidates must submit this form as well as an official transcript showing completed work demonstrating the proficiency to the Teacher Education office, LLC Building, second floor.

Appendix G: Emergency Contact Information Form

EMERGENCY CONTACT SHEET

Name: _____

Physical Conditions: _____

ID #: _____

Address: _____

Insurance: _____

Home Phone: _____

Cell Phone: _____

Doctor: _____

Medications: _____

Hospital Preference: _____

Contact Information: (Next of Kin)

Relative: _____

Telephone # _____

Relative: _____

Telephone # _____

Signature: _____ Date: _____

Appendix H: SCU Teacher Candidate Dress Code Agreement

Dress professionally at all times: First impressions are extremely important in field work. To be seen in a teacher-like role, one must look and act in a professional manner. Your attire is very important during field work. The dress code for teachers in some schools is very conservative. Appropriate attire for women includes dress slacks (not tight), skirts (not short), and dresses. Men should wear dress pants (khakis), dress shirts/collared polos, and sweaters. Teachers are on their feet all day, so wear sensible shoes appropriate to the activities of the classroom, yet still professional in appearance.

1. Campus fashions such as jeans, sweat pants, tank tops, tee shirts, gym shorts, wrinkled or frayed pants or shirts, sneakers, flip flops, spike heels, etc. are not appropriate.
2. All body art/tattoos should be covered. Special make-up should be used to cover any tattoos that cannot be covered by clothing.
3. No hats indoors.
4. Remove all jewelry from piercings except for a traditional pair of earrings. Small bandages should be used to cover pierced jewelry that is not removable. The midriff of the body should never be exposed.
5. Clothes should be loose enough to avoid gaps in buttons, panty lines, etc.
6. Undergarments should not be seen (men and women).
7. Pants should fit at the waist and be worn with a belt.
8. Shoulders must be covered – no spaghetti straps or muscle shirts.
9. No cleavage of any kind should show. Test outfits in a mirror. Can you bend over without revealing that which should remain private - in front or in back?
10. Good quality professional attire can be obtained at various locations very inexpensively (Goodwill, Salvation Army, thrift and consignment shops) for a minimal price. Please contact the Education Department if obtaining appropriate clothing is an issue.

Everything you do as a teacher candidate affects how you are perceived by the people around you. These perceptions may affect the opportunities you are offered now, and the ability to get to a teaching job in the not-too-distant future. Principals often comment that they ruled out some otherwise qualified candidates because they did not have a professional appearance. Please submit a signed copy of this form to the Teacher Education Office.

I, _____, currently enrolled in EDUC _____, have read and agree to abide by the guidelines listed above for my clinical practice.

Candidate Signature: _____ Date: _____

Appendix I: Clinical Practice Reflection Rubric

Reflective Field Experience Journal SCU Department of Education

The Reflective Field Experience Journal is a required component of each course in the EPP with a field experience component. Journals are used to assess candidates' knowledge, skills, and dispositions throughout the required eighty (80) hours of observations. Field Experience Journals are required components of the portfolio and are implemented in the following courses:

Required of all education students:

Level I

EDUC 2113 Foundations of Education

Level II

EDUC 3202 Educational Technology

Level III

EDUC 4232 Assessment and Evaluation (Secondary)

ELED 4843 Assessment and Intervention (Elementary/Early Childhood)

Level IV

EDUC 4103 Methods of Teaching (English, History, Physical Education)

ELED 4813 Methods of Teaching Reading in the Primary Grades (Elementary/Early Childhood)

Candidates are required to complete four different field experience assignments demonstrating progressively more time and responsibility in the classroom. While Clinical Practice Time Sheets are used to measure physical time and responsibility in the classroom, Reflective Field Experience Journals measure candidates' knowledge, skills, and dispositions. Both components are required to receive credit for field experience hours. Both components are also portfolio requirements.

Each course requires one (1) reflection journal entry – 350 words minimum – for every four (4) hours of field experience; therefore, candidates will submit five (5) reflections per course. Candidates must score “meets expectations” or above to be acceptable. Scores that do not meet expectations must be revised and resubmitted to earn credit.

Candidates are responsible for incorporating each component of the rubric into their writing. Candidate must move beyond description only. Reflection requires deep thinking, analysis, and synthesis of experiences as well as ways those experiences impact them as future educators.

Candidates must also link experiences with SCU's Conceptual Framework. Candidates must explicitly discuss ways their experiences and observations impact them to be more 1) caring, 2) reflective, 3) service-oriented, and 4) scholarly.

Reflective Field Experience Journal Assessment

| Component | Exceeds Expectations 4 | Meets Expectations 3 | Needs Improvement 2 | Unacceptable 1 |
|---|---|--|--|--|
| Diversity: Analysis of Learner and Learner Environment | Candidates write a summary of the observation describing four of the following areas: teacher or student behaviors, diversity of students, instructional strategies, learning environments, or candidate's involvement. | Candidates write a summary of the observation describing three of the following areas: teacher or student behaviors, diversity of students, instructional strategies, learning environments, or candidate's involvement. | Candidates write a summary of the observation describing two of the following areas: teacher or student behaviors, diversity of students, instructional strategies, learning environments, or candidate's involvement. | Candidates write a summary of the observation describing one of the following areas: teacher or student behaviors, diversity of students, instructional strategies, learning environments, or candidate's involvement. |
| Reflection | Candidate's reflection includes two or more examples of what was learned from the observation/ involvement and ways they can apply it to practice to become effective teachers. | Candidate's reflection includes one example of what was learned from the observation/ involvement and ways they can apply it to practice to become effective teachers. | Candidate's reflection does not clearly include any examples of what was learned from the observation/ involvement and ways they can apply it to practice to become effective teachers. | Candidate's reflection is missing a reflection. |
| Classroom Connection to Conceptual Framework | Candidate's reflection includes a connection to 3-4 goals of the Conceptual Framework. | Candidate's reflection includes a connection to two goals of the Conceptual Framework. | Candidate's reflection includes a connection to one goal of the Conceptual Framework. | Candidate's reflection does not clearly address the goals of the Conceptual Framework. |

Teacher Candidate: _____

Assessment of: First _____, Second _____, Third _____, Fourth _____ (check one)

Score: _____/12

Professor: _____ Date: _____

Appendix J: Teacher Candidate Confidentiality Agreement

SCU Teacher Candidate Confidentiality Agreement

There are federal and state laws that protect the privacy rights of students and families. In a school situation, there are many instances in which confidential information is discussed in order to better understand students and how we can help them. When working in schools, there may be times when this information is discussed; as a teacher candidate, you must agree that you will not repeat this outside of the school. This will ensure the protection of the students' interest and their families, thus creating a better environment for all.

Additionally, two federal laws govern confidentiality: FERPA (Family Educational Rights and Privacy Act) and IDEIA (Individuals with Disabilities Education Improvement Act). Both bodies of regulations indicate that confidentiality must be maintained relative to students. Therefore, any written or verbal communication with anyone who does not have a right to know is in violation of these laws. A teacher candidate should not discuss a child's disability with any individual outside of the classroom instructor, building principal, or staff member. The teacher candidate should not carry any written or verbal statements outside of the school that would divulge the child's disability. In essence, only those who work directly with the student are considered as those with a "need to know." If at any time these terms of confidentiality are violated, termination of your volunteer privileges may occur.

As a teacher candidate:

- ☐ I realize that I am subject to a code of ethics similar to that which binds the professionals in the field in which I work.
- ☐ I will keep confidential matters private.

By signing this agreement, I am stating that I will not divulge information about any student, teacher, administrator, support personnel or family to any person outside the school setting and will abide by this code of conduct.

I, _____, currently enrolled in EDUC _____, have read and agree to abide by the guidelines listed above for my clinical practice.

Candidate Signature: _____ Date: _____

Appendix K: 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. Field experiences 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 member responsible for instruction, supervision, and assessment of candidates during field experience and 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 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.

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

Southwestern Christian University 69

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 L: State Child Abuse Regulations

Division of Teacher Education Regulations Child Abuse (O.S. §10a-1-2-101) an excerpt from:

Oklahoma Statutes Title 10A. Children and Juvenile Code, Oklahoma Children's Code:

B. 1. Every person having reason to believe that a child under the age of eighteen (18) years is a victim of abuse or neglect shall report the matter promptly to the Department of Human Services. Reports shall be made to the hotline provided for in subsection A of this section. Any allegation of abuse or neglect reported in any manner to a county office shall immediately be referred to the hotline by the Department. Provided, however, that in actions for custody by abandonment, provided for in Section 7 of this act, there shall be no reporting requirement.

2. Every physician, surgeon, or other health care professional including doctors of medicine, licensed osteopathic physicians, residents and interns, or any other health care professional attending the birth of a child who tests positive for alcohol or a controlled dangerous substance shall promptly report the matter to the Department.

...

C. Any person who knowingly and willfully fails to promptly report suspected child abuse or neglect or who interferes with the prompt reporting of suspected child abuse or neglect may be reported to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor.

O.S. §10A-1-2-101 Mandatory Reporting

All 50 states have passed some type of law mandating that child abuse and neglect be reported to a law enforcement authority or child protection agency. Reporting to a relative does not meet the legal reporting requirement. As you can see in the excerpt above, *no one* is exempt from reporting suspected child abuse or neglect.

What You Might See

Child abuse can be sub-divided into physical abuse, physical neglect, sexual abuse, and emotional maltreatment. Physical abuse and neglect typically have the most outward signs, although sexual abuse and emotional maltreatment are not without outward signs.

Possible Physical Indicators (including, but not limited to):

- Physical Abuse - unexplained bruises, burns, fractures, cuts, abrasions, welts
- Physical Neglect - abandonment, consistent hunger, poor hygiene, lack of supervision, lice, distended stomach, unattended medical needs
- Sexual abuse - frequent urinary infections, difficulty walking or sitting, pain or itching in genital area, torn/stained/bloody underclothing.
- Emotional Maltreatment - speech disorders, ulcers, asthma, severe allergies

Possible Behavioral Indicators (including, but not limited to)

Southwestern Christian University 72

- Physical Abuse - arrives early or stays late at school, complains of soreness, self destructive behavior, behavioral extremes, uncomfortable with physical contact
- Physical Neglect regularly falls asleep in class or appears listless, steals food, frequently absent or tardy, self-destructive
- Sexual Abuse - withdrawn, excessive seductiveness, poor self-esteem, lack of confidence, sudden school difficulties, inappropriate sex play or premature understanding of sex, promiscuity
- Emotional Maltreatment - habit disorders, behavioral extremes, delinquent behavior, anti-social, developmentally delayed

How to Report

One of the first things you need to do upon beginning a clinical practice assignment, clinical internship placement, or accepting employment at a school is to determine the school's process for reporting child abuse. Many schools prefer that the counselor or some other designee file all such reports. If you are responsible for the reporting, know the appropriate telephone numbers.

In Oklahoma, report suspected child abuse immediately to the Department of Human Service in the county in which the abuse occurred or you may call 1-800-522-3511 which is a statewide reporting number. The call can be made anonymously

It is easy to be fooled by nice people, but statistics tell us that most child abuse happens in the home and is committed by "nice people".

Appendix M: Admission Application to Teacher Education



Admission Application PROFESSIONAL TEACHER EDUCATION

Read instructions carefully and return **completed** application with **all transcripts** to the Teacher Education Office in the **LLC Building** (second floor) no later than due date. No application will be accepted or considered after due date.

Name: _____
Last First MI Maiden

Contact: _____
Phone Email

Address: _____
Street City State Zip

1. Are you a transfer student? Y ____ N ____ If yes, previous university: _____
2. Have you ever been admitted to an Oklahoma Teacher Education Program? Y ____ N ____
3. What is your degree program? _____ Major: _____
4. What semester and year do you plan to student teach? Semester: _____ Year: _____
5. Have you previously applied for SCU Teacher Education? Y ____ N ____
6. Please answer the following questions for statistical purposes (optional):
 - a. Race: _____
 - b. Gender: _____
 - c. Age: _____

Teacher Candidate Interview Status (Office Use Only)

____ Accepted with probation in SCU Teacher Candidate Program

____ OGET Scores still needed

____ OGET test not taken

____ Foreign Language Competency requirement not met

____ Other: _____

____ Full acceptance into SCU Teacher Candidate Program

Admissions Sub-Committee Chairman Signature

Date

PROGRAM COORDINATORS

Schedule advisement session with your program coordinator. This application will not be accepted until this step has been completed.

ENGLISH Dr. Courtney Munday
 HISTORY..... Brittanie Wyatt
 PHYSICAL EDUCATION Dr. Courtney Munday
 ELEMENTARY EDUCATION Dr. Courtney Munday
 EARLY CHILDHOOD DEVELOPMENT EDUCATION Dr. Courtney Munday

 Signature of Program Coordinator

 Date & Time of Interview

 Signature of Student

 Date Submitted

THIS SECTION IS FOR DEPARTMENTAL USE ONLY

Departmental Advisement - As a faculty member in this program, I have met and advised this student of the requirements for his/her program, portfolio, and foreign language.

Faculty Member _____ Interview Date _____
 (Signature)

Comments:

Department advisements are scheduled after the application has been submitted to the Teacher Education Office and processed. Applicant files are made after receipt of the application. Program coordinators will receive the applicant's file prior to the advisement meeting. **If the Teacher Education Office does not have a complete application, the program coordinator will not have a file.**

Name: _____

 Last First MI Maiden

Contact: _____

Phone _____ Email _____

Address: _____
 Street City State Zip

High School from which graduated: _____

Date Graduated: _____ Total College Hours Completed: _____

Other Colleges Attended: _____

Teaching Specialization (Major): _____

Expected Date of Graduation: _____ Anticipated Degree: _____

College Honors and Student Activities

- _____
- _____
- _____

Experiences with Children and Youth

- _____
- _____
- _____

Personal Goals for Becoming a Teaching Professional

- _____
- _____
- _____

Plans Following Graduation

- _____
- _____

Hobbies, Special Interests, Gifts, Talents

- _____
- _____

Application for Clinical Internship

Name: _____ ID#: _____

Address: _____

Phone: _____ Email: _____

Address: _____

Major: _____ Check All That Apply: ☐ Early Childhood (P-3)
☐ Elementary (1-8)
☐ Secondary (5-12)

School Request - 1st Choice

School District: _____

School Site Name: _____

Rationale: _____

School Request - 2nd Choice

School District: _____

School Site Name: _____

Rationale: _____

Placement Locations – Teacher candidates are placed in student teaching settings consistent with their career goals. Teacher candidates who opt to apply for certification in two areas of concentration will be placed in two content areas for 6 weeks each. SCU candidates must complete 12 weeks of clinical internship.

Requests are made by the university to the school district. Clinical interns may request a specific teacher; however, placement is at the discretion of the Teacher Education Program Director. In addition, any particular teachers who have conveyed an interest in a teacher candidates' working in their class should inform their principal of their interest in having you placed in their classroom. Teachers must be designated by the school district as a Master Teacher and have at least three years of teaching experience in your content area.

Special Needs or Pertinent Information: _____

*Note: Due to the rigorous nature of clinical internship and specific EPP requirements to be present in the partner school for 12 consecutive weeks to fulfill "contractual time as a regular teacher" in order to be recommended for certification, clinical interns cannot participate in SCU athletic events that conflict with student teaching requirements during the clinical internship semester. Absences to participate in SCU athletic events are not excused absences.

To the Teacher Education Committee:

_____ I have completed all education/major coursework with a grade of C or better.

_____ I have satisfactorily completed 70 hours of clinical placement. Time sheets are on file in the Teacher Education Office.

_____ I have satisfactorily completed the Foreign Language Competency requirement.

Method of documentation: _____

_____ I have successfully completed Portfolio Check Point #3.

_____ I have successfully completed the OSAT (Score _____) Expected Score Date: _____

_____ I certify that I will not be engaged in any paid job during my clinical internship semester.
(Exceptions to this policy must be approved in advance by the Director of Teacher Education.)

_____ My current cumulative GPA meets or exceeds the 2.75 minimum. (Current GPA _____)

I certify that the information provided in this application is accurate.

Adviser Signature

Date

Candidate Signature

Date

Appendix O: Clinical Practice Partnership Agreement Form

SCU and Partner School Agreement

Partner School Agreement between Southwestern Christian University, Bethany, Oklahoma, and _____
School cooperating in the SCU Clinical Practice Program

Purpose: To promote mutual understanding and cooperative effort in providing valuable professional experiences in off-campus clinical practice, the following provisions are recognized by the university and the public school concerned as being essential:

I. The University Agrees:

- A. To provide the appointed representative of the cooperating school with advance information about the teacher candidates and to indicate the time period request for placements.
- B. To provide adequate supervision of candidates through classroom visitations and conferences with clinical faculty (P-12 teacher), teacher candidates, and school administrative personnel.
- C. To work cooperatively with public school personnel and teacher candidates in constantly seeking to improve the clinical practice program.
- D. To maintain close communications with the appointed personnel of the school district with respect to cancellations or changes this may occur in any clinical practice assignment, or any problem arising concerning a teacher candidate.
- E. Provide documentation of teacher candidate background check.

II. The Partner School Agrees:

- A. To provide teacher candidates assignments with clinical faculty (P-12 teachers) who are willing to mentor the candidate and support the clinical practice activities.
- B. To recommend highly qualified, certified clinical faculty with no less than three years teaching experience willing to work with the teacher candidate(s).
- C. To provide the Director of Student Teaching with reports of the progress of student interns.
- D. To ensure clinical faculty complete SCU evaluation instrument orientation.

III. The placement of teacher candidates shall be a cooperative venture involving both the university and the partner school district.

IV. This agreement is to be valid beginning _____ and will continue until either party communicates otherwise.

Partner School Administrator

SCU Department of Education Chair

School/District

Date

Appendix P: ECDV Clinical Internship Evaluation

Southwestern Christian University
NAEYC Early Childhood Education Teacher Education Standards
University Faculty Evaluation/Recommendation
And
Clinical Faculty Assessment of Clinical Intern

Disciplinary Standard: Early Childhood Education

Performance Evidence

This form is to be completed by the university supervisor in the appropriate disciplinary standard depending on the clinical internship placement. Supervisors should have three disciplinary standard observations completed during the clinical intern's sixteen-week placement. These observations do not need to be in the same discipline if the student intern has multiple discipline assignments during the placement. These forms may be used at the same time as the thematic standards forms or they may be used at another observation.

Student Intern _____
Supervisor _____
School _____

Date _____
Subject _____
Grade _____

Lesson Content/Objective:

For each theme, underline or highlight on this form specific questions addressed in the lesson plan and during the observation. Circle on this form the appropriate quantitative evaluation to indicate evidence in planning and evidence in teaching for each new theme. The numbers on the evaluation scales mean the following:

- 1. Unacceptable** – the teacher candidate has not presented clear, convincing, or sufficient evidence to demonstrate the competency in any aspect of the competency. Candidate has not met expectations.
- 2. Attained** – the teacher candidate has presented clear and convincing evidence to demonstrate the competency in most aspects of the competency. Candidate has met most expectations.
- 3. Excelled** – the teacher candidate has exceeded the expectations and gone beyond the stated requirements.

N/A – Not Applicable, if used give explanation in Comments/Suggestion section.

Promoting Child Development and Learning

Standard 1: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Standard 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Standard 1b: Knowing and understanding the multiple influences on early development and learning

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Standard 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Building Family and Community Relationships

Standard 2: Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

2a: Knowing about and understanding diverse family and community characteristics.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

2c: Involving families and communities in young children's development and learning.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Observing, Documenting, Assessing to Support Young Children and Families

Standard 3: Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of goals, curriculum, and teaching strategies for young children

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Using Developmentally Effective Approaches to Connect with Children and Families

Standard 4: Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

4d: Reflecting on own practice to promote positive outcomes for each child.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Using Content Knowledge to Build Meaningful Curriculum

Standard 5: Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other

resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Becoming a Professional

Standard 6: Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

6a: Identifying and involving oneself with the early childhood field

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

6e: Engaging in informed advocacy for young children and the early childhood profession.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Appendix Q: ELED Clinical Internship Evaluation

**Southwestern Christian University
ACEI Elementary Education Teacher Education Standards
University Faculty Evaluation/Recommendation
And
Clinical Faculty Assessment of Clinical Intern**

Disciplinary Standard: Elementary Education

Performance Evidence

This form is to be completed by the university supervisor in the appropriate disciplinary standard depending on the clinical internship placement. Supervisors should have three disciplinary standard observations completed during the clinical intern's sixteen-week placement. These observations do not need to be in the same discipline if the student intern has multiple discipline assignments during the placement. These forms may be used at the same time as the thematic standards forms or they may be used at another observation.

Student Intern _____
Supervisor _____
School _____

Date _____
Subject _____
Grade _____

Lesson Content/Objective:

For each theme, underline or highlight on this form specific questions addressed in the lesson plan and during the observation. Circle on this form the appropriate quantitative evaluation to indicate evidence in planning and evidence in teaching for each new theme. The numbers on the evaluation scales mean the following:

- 1. Unacceptable** – the teacher candidate has not presented clear, convincing, or sufficient evidence to demonstrate the competency in any aspect of the competency. Candidate has not met expectations.
- 2. Attained** – the teacher candidate has presented clear and convincing evidence to demonstrate the competency in most aspects of the competency. Candidate has met most expectations.
- 3. Excelled** – the teacher candidate has exceeded the expectations and gone beyond the stated requirements.

N/A – Not Applicable, if used give explanation in Comments/Suggestion section.

Development, Learning, and Motivation

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Curriculum Standards

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach

reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Instruction Standards

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Assessment Standards

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Professionalism Standards

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

| | | | | |
|----------------------|---|---|---|-----|
| Evidence in planning | 1 | 2 | 3 | N/A |
| Evidence in teaching | 1 | 2 | 3 | N/A |

Comments/Suggestions:

Appendix R: ENGL Clinical Internship Evaluation

English Education University Faculty Evaluation/Recommendation And Clinical Faculty Assessment of Clinical Intern

Please review the proficiency items below and indicate the performance level of the student teacher by writing U (Unacceptable), A (Acceptable), or T (Target) in the blank in the left standards column. Please return this assessment form in the envelope provided.

Table 4.1 Clinical Internship Competency Assessment Midterm and Final

| Component | Standard | Unacceptable 1 | Acceptable 2 | Target 3 |
|----------------------------------|----------|--|--|---|
| Content Pedagogy: Reading | 3.1 | Candidates demonstrate little evidence of knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure. | Candidates demonstrate an ability use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure. | Candidates effectively use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure. |
| Assessment Design | 3.2 | Candidates demonstrate little evidence of ability to design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. | Candidates demonstrate an ability to design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. | Candidates effectively design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. |

| | | | | |
|--|-----|--|---|---|
| Differentiated Instruction: Reading | 3.3 | Candidates show little evidence of ability to plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies. | Candidates demonstrate an ability to plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies. | Candidates effectively plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies. |
| Affective Assessment | 3.4 | Candidates show little evidence of ability to design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. | Candidates demonstrate an ability to design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. | Candidates effectively design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. |
| Language | 3.5 | Candidates show little evidence of ability to plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. | Candidates demonstrate an ability to plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. | Candidates effectively plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. |
| Curriculum Integration | 3.6 | Candidates show little evidence of ability to plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. | Candidates demonstrate an ability to plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. | Candidates effectively plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. |
| Content Pedagogy: Composition | 4.1 | Candidates show little evidence of ability to use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. | Candidates demonstrate an ability to use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. | Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. |

| | | | | |
|--|-----|---|--|--|
| Assessment Design | 4.2 | Candidates show little evidence in ability to design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. | Candidates demonstrate an ability to design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. | Candidates effectively design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. |
| Language Conventions | 4.3 | Candidates show little evidence in ability to design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. | Candidates demonstrate an ability to design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. | Candidates effectively design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. |
| Community Integration | 4.4 | Candidates show little evidence in ability to design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. | Candidates demonstrate an ability to design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. | Candidates effectively design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. |
| Learners and Learning: Cultural Backgrounds | 5.1 | Candidates show little evidence in ability to plan and implement instruction based on English Language Arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. | Candidates demonstrate an ability to plan and implement instruction based on English Language Arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. | Candidates effectively plan and implement instruction based on English Language Arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. |
| Learners and Learning: Data | 5.2 | Candidates show little evidence in ability to use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English Language Arts. | Candidates demonstrate an ability to use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English Language Arts. | Candidates effectively use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English Language Arts. |

| | | | | |
|--|-----|---|--|--|
| Learners and Learning: Differentiated Instruction | 5.3 | Candidates show little evidence of ability to differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning. | Candidates demonstrate an ability to differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning. | Candidates effectively differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning. |
| Learners and Learning: Resources | 5.4 | Candidates show little evidence in ability to select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. | Candidates demonstrate an ability to select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. | Candidates effectively select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. |
| Professional Knowledge and Skills | 6.1 | Candidates show little evidence in ability to plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. | Candidates demonstrate an ability to plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. | Candidates effectively plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. |
| Diversity | 6.2 | Candidates show little evidence in ability to use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English Language Arts. | Candidates demonstrate an ability to use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English Language Arts. | Candidates effectively use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English Language Arts. |
| Professionalism | 7.1 | Candidates show little evidence in ability to model literate and ethical practices in English Language Arts teaching, and engage in/reflect on a variety of experiences related to English Language Arts. | Candidates demonstrate an ability to model literate and ethical practices in English Language Arts teaching, and engage in/reflect on a variety of experiences related to English Language Arts. | Candidates effectively model literate and ethical practices in English Language Arts teaching, and engage in/reflect on a variety of experiences related to English Language Arts. |

| | | | | |
|-------------------|-----|---|--|--|
| Reflection | 7.2 | Candidates show little evidence in ability to engage in and reflect on a variety of experiences related to English Language Arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. | Candidates demonstrate an ability to engage in and reflect on a variety of experiences related to English Language Arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. | Candidates effectively engage in and reflect on a variety of experiences related to English Language Arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. |
|-------------------|-----|---|--|--|

Appendix S: HIST Clinical Internship Evaluation

History Education University Faculty Evaluation/Recommendation And Clinical Faculty Assessment of Clinical Intern

Teacher Candidate _____ Date _____
 Evaluator _____ Role _____
 School _____ Gr/Subject _____

Please review the proficiency items below and indicate the performance level of the student teacher by writing Not Acceptable, Developing, Meets Expectations, Exceeds Expectations, or N/A (Not Applicable) in the left Standards column. Please return this assessment form to the Education Department Chair.

| Descriptor | Standard | N/A | Not Acceptable 0 | Developing 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|---------------------------------|-------------------|-----|--|--|--|--|
| Culture and Cultural Diversity | 1.1 | | Candidates fail to possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity. | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity. | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity. | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity. |
| Time, Continuity, and Change | 1.2 | | Candidates fail to possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change. | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change. | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change. | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change. |
| People, Places, and Environment | <u>1.3</u> | | Candidates fail to possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment. | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment. | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment. | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment. |

| | | | | | | |
|---|------------|--|--|--|--|--|
| Individual Development and Identity | 1.4 | | Candidates fail to possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity. | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity. | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity. | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity. |
| Individuals, Groups, and Institutions | 1.5 | | Candidates fail to possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions. | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions. | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions. | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions. |
| Powers, Authority, and Governance | 1.6 | | Candidates fail to possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority, and governance. | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority, and governance. | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority, and governance. | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority, and governance. |
| Production, Distribution, and Consumption | 1.7 | | Candidates fail to possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption. | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption. | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption. | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption. |
| Science, Technology, and Society | 1.8 | | Candidates fail to possess the knowledge, | Candidates possess basic knowledge, | Candidates possess effective knowledge, | Candidates possess exceptional |

| | | | | | | |
|----------------------------|-------------|--|---|---|---|---|
| | | | capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society. | capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society. | capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society. | knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society. |
| Global Connections | 1.9 | | Candidates fail to possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence. | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence. | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence. | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence. |
| Civic Ideals and Practices | 1.10 | | Candidates fail to possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices. | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices. | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices. | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices. |
| History | 2.1 | | Candidates fail to possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history. | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history. | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history. | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history. |
| Geography | 2.2 | | Candidates fail to possess knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the |

| | | | | | | |
|-----------------------|------------|--|--|--|--|--|
| | | | level for the study of geography. | level for the study of geography. | level for the study of geography. | appropriate school level for the study of geography. |
| Civics and Government | 2.3 | | Candidates fail to possess knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government. | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government. | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government. | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government. |
| Economics | 2.4 | | Candidates fail to possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics. | Candidates possess basic knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics. | Candidates possess effective knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics. | Candidates possess exceptional knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics. |

Appendix T: PE Clinical Internship Evaluation

Physical Education, Health, & Safety
University Faculty Evaluation/Recommendation
And
Clinical Faculty Assessment of Clinical Intern

Performance Evidence

This form is to be completed by the university supervisor in the appropriate disciplinary standard depending on the clinical internship placement. Supervisors should have three disciplinary standard observations completed during the clinical intern's sixteen-week placement. These observations do not need to be in the same discipline if the student intern has multiple discipline assignments during the placement. These forms may be used at the same time as the thematic standards forms or they may be used at another observation. Prior to observation by University Supervisor, candidates must submit a detailed lesson plan for evaluation of appropriate content knowledge and implementation.

Student Intern _____
Supervisor _____
School _____

Date _____
Subject _____
Grade _____

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of a physically educated person.

| Element Statements | Unacceptable | Acceptable | Target |
|--|--|--|---|
| 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness. | TC applies physiological and biomechanical concepts in planning for and delivering instruction. Skill cues are appropriate in plan, but TC fails to use the identified skill cues during the lesson. TC instruction for skillful movement, physical activity or fitness is given using generalized terms and is concerned with the "how" of the movement, physical activity or fitness. TC fails to meet the criterion score established by the program on selected assessments in physiology and/or biomechanics. | TC applies physiological and biomechanical concepts appropriately in planning for and delivering instruction. Skill cues identified in the plan are used during the lesson. TC instruction for skillful movement, physical activities or fitness includes the "how" and "why" of the movement, physical activity or fitness. TC meets the criterion score established by the program on selected assessments in physiology and biomechanics. | TC applies physiological and biomechanical concepts appropriately in planning for and delivering instruction for all stages of student proficiency. Skill cues are identified in the plan and are used consistently during the lesson. TC instruction for skillful movement, physical activity or fitness includes the "how" and "why" of the movement, physical activity or fitness. TC exceeds the criterion score established by the program on selected assessments in physiology and biomechanics. |
| 1.2 Describe and apply motor learning and psychological/ behavioral theory related to skillful movement, physical activity and fitness. | TC demonstrates knowledge of the various theories, but fails to apply theories to teaching. Practice conditions used for skill acquisition do not allow for individual differences. TC uses punitive measures to control behavior. TC fails to meet the criterion score established by the program | TC demonstrates knowledge of the various theories and applies the theories to teaching. Practice conditions allow for individual differences. TC controls student behavior through the use of proactive strategies (e.g., catch them when they are good, awarding positive behavior). TC meets the | TC applies motor learning, psychological and behavioral theory appropriately in planning for and delivering instruction. Practice conditions allow for individual differences, and practice conditions are adjusted based on student responses. TC controls student behavior using |

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| | on assessments in motor learning and/or psychological/ behavioral theory. | criterion score established by the program on assessments in motor learning and psychological/behavioral theory. | proactive strategies, including encouraging student self-responsibility. TC exceeds the criterion score established by the program on assessments in motor learning and psychological/ behavioral theory. |
| 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness. | TC applies motor development theory and principles in planning for the lesson, but fails to account for developmental differences during instruction and practice activities. TC fails to meet the criterion score established by the program on assessments in motor development. | TC applies motor development theory and principles appropriately in planning for and delivering instruction. TC plans and implements lessons that are developmentally appropriate (neither too hard nor too easy). TC demonstrates application of motor development theory by using developmentally appropriate teaching cues and planning developmentally appropriate practice opportunities. TC meets the criterion score established by the program on assessments in motor development. | TC applies motor development theory and principles appropriately in planning for and delivering instruction (for all stages of student proficiency); evidence is provided by P-12 students' changes in behavior (learning occurs) in skillful movements, physical activities and personal fitness. TC exceeds the criterion score established by the program on assessments of motor development. |
| 1.4 Identify historical, philosophical and social perspectives of physical education issues and legislation. | TC fails to meet criterion scores established by the program on assessments in historical, philosophical and social perspectives. Evidence could include projects, assignments, departmental examinations, state or national licensure tests. | TC meets criterion scores established by the program on assessments in historical, philosophical and social perspectives. Evidence could include projects, assignments, departmental examinations, or state or national licensure tests. | TC exceeds criterion scores established by the program on assessments in historical, philosophical and social perspectives. Evidence could include projects, assignments, departmental examinations, or state or national licensure tests. |
| 1.5 Analyze and correct critical elements of motor skills and performance concepts. | TC can analyze, detect and correct critical elements for all fundamental movement skills for at least one stage of proficiency in either a verbal or written format. TC can identify key elements of motor skills, but feedback on the skills is non-specific. Lessons focus on skills without consideration for the context in which skills are executed. TC provides limited feedback to students on the effective | TC analyzes, detects and corrects elements of all fundamental movement skills using skill cues linked to the identified critical elements. TC provides specific, corrective feedback on critical elements for motor skills. Lessons focus on skills with consideration for the context in which skills are executed. TC identifies objectives related to decision-making and the use of strategies and tactics. TC provides | TC analyzes, detects and corrects all students' fundamental movement skills using skill cues linked to the identified critical elements. TC provides specific, corrective feedback on critical elements for both motor skills and tactics. TC identifies objectives related to decision-making and the effective use of strategies and tactics and plans practice activities congruent to objectives. TC provides specific, |

| | use of tactics and strategies. | feedback to students on the effective use of strategies and tactics. | corrective feedback to students on the effective use of strategies and tactics. |
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| Element Statements | Unacceptable | Acceptable | Target |
| 3.1 Design and implement short- and long-term plans that are linked to program and instructional goals as well as a variety of student needs. | TC fails to make both long- and short-term plans. Planning is limited to daily lesson plans, with no plan for long-term instructional goals for the unit. Lesson objectives are not aligned with identified long-term goals (unit). Planned learning activities are out of alignment with instructional or programmatic goals. | TC designs and implements short and long-term plans. Learning activities are congruent with short-term (lesson objectives) and long-term (unit objectives) goals and are linked directly to student needs. TC uses strategies such as backward mapping in planning short- and long-term goals. | TC designs and implements short- and long-term plans, using such strategies as backward mapping, to ensure that learning is sequential. Short- and long-term goals are linked directly to student learning activities. Short- and long-term goals inform instruction and learning activities and allow for differentiate instruction and multiple means of teaching sequences. |
| 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards. | Objectives are inappropriate for the subject area/developmental level of learners by being either too difficult or too easy. Objectives address only performance. Objectives are appropriate, but TC fails to align objectives with local, state and/or national standards. | Objectives are appropriate for subject area/developmental level of learners, are connected appropriately to the standards and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable, and most objectives identify criteria. | Objectives are appropriate for the subject area/developmental level of learners, are connected explicitly to the standards and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives incorporate multiple domains of learning or content areas. Objectives are measurable, and each contains criteria for student mastery. |
| 3.3 Design and implement content that is aligned with lesson objectives. | TC selects model/approach that is incongruent with the subject matter/content, student population and/or goals/objectives. Teaching approach does not consider the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and/or the context (open or closed environment) in which the skill/activity will be performed. Students participating in the learning activities fail to achieve the lesson objectives. | TC selects teaching approach/model based on developmental level of students, context of the class, and the context in which the skill/activity will be performed. Teaching approach is congruent with the goals/objectives, the number of students in the class, pre-assessment of students' developmental levels, available equipment and space, and context (open or closed environment) in which the skill/activity will be performed. Learning | TC selects teaching approach/model that is congruent with the goals/objectives and facilitates mastery. The approach/model selected maximizes practice opportunities, allows for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in appropriate environments related to the context (open or closed environment) in which the skill/activity is performed. Learning |

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| | | activities allow students to achieve objectives. | activities allow students to achieve objectives. |
| 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences. | No plan (or m TC does not plan or plans minimally for adaptations based on individual differences (abilities/needs/interests). Instruction is not individualized, and a “one size fits all” approach is taken. TC uses one instructional model/approach throughout the lesson. TC does not make adaptations or offer choices in equipment, space use or practice tasks based on individual differences. | TC plans for instructional adaptations for individual differences (abilities/needs/interest). TC can articulate an appropriate rationale for adaptations. TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. TC provides student choices in equipment, space or level of practice tasks based on individual differences. | TC’s plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. Students are given multiple choices (equipment, space, etc.) within practice tasks based on individual differences. |
| 3.5 Plan and adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. | Learning task TC fails to account for student exceptionalities or differences within the class based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. TC does not make accommodations for the diversity found within the student population. Failure to account for exceptionalities would include such components as the choices of units to be taught, selection of students chosen to demonstrate, degree of inclusion reflected in bulletin boards or other displays, and grouping of students for instruction or play. TC fails to collaborate with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities. | Learning task TC accounts for student exceptionalities or differences within the class by planning and implementing lessons that make modifications based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. TC demonstrates teaching behaviors that reflect thoughtful consideration of exceptionalities through such behaviors as the selection of units to be taught, inclusion of diversity in bulletin boards and other displayed materials, using a variety of students to demonstrate and grouping students for instruction and play. TC collaborates with the IEP team on the implementation of lessons that meet the needs of students with disabilities. | TC accounts for exceptionalities among students or makes accommodations for the diversity found within the student population using creativity and foresight. It is clear from the TC’s behaviors that components such as the selection of units of instruction, materials selected for display, the selection of students to demonstrate, and methods of grouping students that exceptionalities and diversity found within the student population and have driven instructional decision-making. TC collaborates with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities. |
| 3.6 Plan and implement progressive, sequential instruction that addresses the diverse needs of students. | Learning tasks are inappropriate for the developmental levels of students by being either too difficult or too easy. TC fails to make adjustments to tasks to accommodate students’ developmental levels by increasing or | TC considers the context of the teaching environment and that the context is reflected in the planning and implementation of lessons. Multiple methods are used to convey content. TC groups students in a variety of ways, based on | Learning objectives and tasks are appropriate for the developmental level of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult). TC makes adjustments to tasks based on student |

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| | <p>decreasing task complexity. The sequence of the lesson may be illogical, with gaps in progressions. Learning/practice tasks are arranged randomly in the lesson, with steps between progressions either too large or too small to facilitate skill mastery. TC fails to pre-assess students to determine an appropriate starting point. Students are grouped for convenience (by gender, age, etc.) without consideration of the objectives for the lesson.</p> | <p>objectives for lessons. All students are expected to learn and achieve mastery. Learning tasks are appropriate for the developmental levels of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult for students). TC makes some adjustments to tasks to accommodate students' developmental levels, but adjustments are across the entire class and not individualized. Progressions are sequential and progressive, with no gaps. Task complexity is appropriate for skill and developmental levels of students. The sequence of the lesson(s) is logical, with few gaps in progressions. Learning/practice tasks are arranged in sequential and progressive steps to facilitate learning. TC pre-assesses students to determine an appropriate starting point.</p> | <p>performance (increasing or decreasing task complexity). Adjustments are both across the entire class and individualized. The sequence of the lesson is logical, with no gaps in progressions. Learning/practice tasks allow students to begin and end at different levels based on individual readiness. Progressions are sequential, with opportunities for students to extend tasks to increase or decrease the challenge. TC individualizes starting points for students based on student pre-assessment. TC sets high expectations for all students.</p> |
| <p>3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to use technology appropriately to meet lesson objectives.</p> | <p>TC does not make appropriate use of the available technology. TC demonstrates limited knowledge of current technology and its applications in a physical activity setting. TC's use of technology does not align with lesson objectives.</p> | <p>TC integrates learning experiences that involve students in the use of available technology. TC demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting. TC's use of technology is aligned with lesson objectives.</p> | <p>TC integrates learning experiences that require students to use various technologies in a physical activity setting. TC demonstrates mastery of current technologies and uses the technology to enhance student learning. TC incorporates technology such as pedometers, video, etc., to provide feedback to students. TC's use of technology is aligned with lesson objectives.</p> |
| <p>4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.</p> | <p>TC's verbal interactions have an occasional mistake in grammar, poor diction and/or inappropriate language for the age and skill level of students. The pacing of verbal communication is consistently either too fast or too slow, and there is little variation in tone and</p> | <p>TC's verbal interactions have an occasional mistake in grammar or the occasional use of an inappropriate or regional colloquialism. Pacing of verbal communication is neither too fast nor too slow, with some variation in tone and inflection. Verbal and non-verbal</p> | <p>TC uses proper grammar and diction. Pacing of verbal communication is appropriate for age group (neither too fast nor too slow) and is varied in tone and inflection. Multiple forms of communication, such as tasks sheets, bulletin boards, etc., are used throughout the lesson.</p> |

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| | inflection. All communication is verbal, with no other form of communication used. | communication is used throughout the lesson. TC uses alternative forms of communication, such as task sheets, bulletin boards, etc., to communicate content. | |
| 4.2 Implement effective demonstrations, explanations and instructional cues and prompts to link physical activity concepts to appropriate learning experiences. | TC either provides no demonstration or an incorrect demonstration during the instructional episode. TC provides either too few or too many instructional cues or prompts for the developmental level of students. Instructional cues are incorrect or do not identify key elements of the skill/strategies. | TC creates instructional TC TC provides an effective demonstration/model during the instructional episode. TC creates instructional cues or prompts that identify key elements of the skill/strategies and are appropriate for the developmental level of students. TC repeats the cues/prompts multiple times during the lesson. | TC provides an effective demonstration/model during the instructional episode. TC creates innovative instructional cues/prompts to facilitate learning, including such things as rhymes or finding ways to make abstract concepts concrete. TC consistently repeats the instructional cues or prompts throughout the lesson. |
| 4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation. | TC provides generalized feedback without connecting the feedback to a specific response. Feedback is motivational and not corrective. Feedback is provided to the group as a whole. | TC provides both generalized and corrective feedback that is well-timed. Feedback is linked directly to student responses. A combination of positive, specific and corrective feedback is used. Both individual and group feedback is given. | TC provides positive, specific, corrective feedback that is well-timed. Feedback is linked directly to student responses and identifies key elements. Both individual and group feedback is given. |
| 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses. | TC delivers lessons by remaining on script without regard to student responses. TC fails to recognize changes in the teaching environment or fails to make adjustments based on changes in the environment. | TC makes adjustments to planned lessons based on student responses. TC demonstrates flexibility in the lesson or with students by adjusting lessons based on student responses. | TC demonstrates flexibility and creativity when adjusting the lesson based on student responses. TC responds appropriately to teachable moments during the lesson. |
| 4.5 Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment. | TC uses ineffective rules or has difficulty in implementing classroom rules. Rules lack clarity or are stated in language that is inappropriate for the age group. Managerial routines are not present, and no systems are in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. Arrangement of students does not allow them to | TC has established rules for the classroom and enforces these rules consistently. Rules are stated in developmentally appropriate language. Managerial routines are present, and a system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. There is a clear stop-and-start signal in place. Effective use of space is evident in | TC has established rules that are logical, reasonable and developmentally appropriate, with clear consequences for discipline issues. Rules are enforced consistently. Managerial routines are present and innovative, such as multiple equipment-distribution points. Stop-and-start signals are clear and creative. Space use is maximized through careful planning, with students participating in the |

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| | practice tasks. Spacing for tasks impedes student practice (too close or too far apart). There is not a clear stop-and-start signal in place. Behavior issues are addressed insufficiently or ineffectively. | the lesson (students are neither too far nor too close together). Behavior issues are addressed immediately, efficiently and effectively by such proactive strategies as student prompts. TC creates a supportive environment that invites student participation. | organization of the space for their use. Students consistently self-manage their behavior during lessons. TC creates a supportive environment in which students are encouraged and supported. |
| 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. | TC relies on direct instruction for each lesson. Students are not allowed to make decisions in the context of the class. Students' only choice is to participate or not to participate in the lesson. | TC selects both direct and indirect instructional approaches, including task and inquiry (problem solving). Students are given choices throughout the lesson about equipment, starting points or partners or groups. | TC selects both direct and indirect instructional approaches, including cooperative learning, peer teaching and child-designed instruction. Students are given multiple choices during the lesson. |
| 5.1 Select or create appropriate assessments that will measure student achievement of the goals and objectives. | TC shows no (or minimal) evidence of planning for formal or informal assessment. There is no plan for record-keeping or data analysis. Assessments don't match/measure the lesson objectives and/or standards. Some of the objectives are not assessed. | TC uses appropriate strategies to assess student learning (paper-and-pencil tests, observational checklists, etc.) regularly. TC has a plan for record-keeping and data analysis. Planned assessments are appropriate for the lesson and/or standards. Student progress is recorded. | TC uses a variety of assessments to determine that students are achieving the goals and objectives. TC allows for detailed analysis of data. Assessments are aligned directly with the goals and objectives. Some objectives/goals are assessed using more than one assessment. |
| 5.2 Use appropriate assessments to evaluate student learning before, during and after instruction. | TC demonstrates no (or minimal) evidence of planning for formal or informal assessment. If assessment is used, it occurs only after instruction. Assessments do not match the lesson objectives and/or standards. Learning/practice opportunities are not based on pre-assessments. Instruction is informed by instructional plan, with no regard for pre-assessments or formative assessments. Grades are determined by "effort" or "participation." | TC uses formal and informal assessments. Assessments are ongoing. Learning/practice opportunities are based on pre- and formative assessments. Assessments are used to inform instruction and to modify the instructional plan. Assessment records are kept, and assessments are used to partially determine grades. | TC uses multiple assessments. Ongoing assessments, as well as summative and formative assessments, are used in many contexts. Record-keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g., parents/administrators). Assessments are used to inform instruction, provide feedback, communicate progress and determine grades. Learning/practice opportunities are based on pre-assessments. Formative assessments are used that allow students to achieve mastery on summative assessments. |
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| 5.3 Use the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions. | TC plans lessons without considering previous accomplishments. TC plans lessons according to teaching preferences versus student needs. Learning/practice opportunities are not based on pre-assessments and students' developmental levels. | TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance or implement change based on reflection. Changes based on reflection are placed into action in lessons. | TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance and implement change based on reflection. Changes based on reflection are placed into action in lessons. Short- and long-term goals are modified based on the reflective cycle. |
| 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals. | TC demonstrates characteristics of "motor elitism" by providing more feedback to highly skilled students. TC excludes students during the lesson by having them participate less often in drills, games or physical activity. TC fails to make adaptations in lessons for underperforming students. | TC provides equal amounts of feedback to students regardless of skill level. All students are encouraged to participate, and equitable opportunities for participation in drills, games or physical activity are provided. TC makes adaptations in lessons for underperforming students. | TC provides equal amounts of feedback to students regardless of skill level. All students are encouraged to participate, and equitable opportunities for participation in drills, games or physical activity are provided. TC makes adaptations in lessons for underperforming students. TC sets high expectations for all students. |
| 6.2 Participate in activities that enhance collaboration and lead to professional growth and development. | TC participates in professional-growth and -development opportunities when directed to do so. TC meets the minimum professional-development requirements for the program. TC fails to document any collaboration with faculty, parents, supervising teachers and/or service projects as required by the program. | TC participates in professional-growth and -development opportunities when they are offered. TC participates in professional opportunities beyond the program requirements, such as major's club, and attendance at state conventions, health fairs and Jump/Hoops for Heart activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects as required by the program. | TC takes every opportunity to participate in professional-development opportunities. TC participates in professional opportunities beyond the program requirements, such as making presentations at professional conventions, providing leadership in student groups and planning activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects beyond program requirements. |
| 6.2 Participate in activities that enhance collaboration and lead to professional growth and development. | TC participates in professional-growth and -development opportunities when directed to do so. TC meets the minimum professional-development requirements for the program. TC fails to document any collaboration with faculty, parents, | TC participates in professional-growth and -development opportunities when they are offered. TC participates in professional opportunities beyond the program requirements, such as major's club, and attendance at state | TC takes every opportunity to participate in professional-development opportunities. TC participates in professional opportunities beyond the program requirements, such as making presentations at professional conventions, |

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| | supervising teachers and/or service projects as required by the program. | conventions, health fairs and Jump/Hoops for Heart activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects as required by the program. | providing leadership in student groups and planning activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects beyond program requirements. |
| 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers. | TC dresses inappropriately for school setting, in violation of school and university dress codes. TC fails to maintain confidentiality regarding colleagues, students or families. TC demonstrates favoritism for specific students or groups of students. TC has inappropriate contact with students outside of the classroom or uses inappropriate language with or around students. TC exhibits behaviors that are indicative of gender or racial bias. | TC's dress is consistent with school and university guidelines. TC maintains confidentiality regarding colleagues, students and families. TC demonstrates behaviors that are consistent with equitable treatment for all students. TC maintains professional relationships with students in and out of the school setting. | TC's dress exceeds the requirements of the school and university guidelines. TC maintains confidentiality regarding colleagues, students and families. TC demonstrates behaviors that are consistent with equitable treatment for all students and that foster an environment in which all students are respectful of one another. TC maintains professional relationships with students in and out of the school setting. |
| 6.4 Communicate in ways that convey respect and sensitivity. | TC interacts with others in a professional manner, but sometimes resorts to the use of "slang" terms during conversations with students. TC sometimes "puts down" students in front of classmates. TC occasionally demonstrates behaviors or language that is insensitive to cultural differences. | TC attempts to teach in a culturally responsive way. TC demonstrates respect for cultural differences and exhibits teaching behaviors that are inclusive. TC avoids sarcasm and "put downs" while interacting with students. | TC teaches using culturally responsive approaches. TC demonstrates respect for cultural differences and creates an atmosphere in the classroom that is inclusive. TC never uses "put downs" or sarcasm while teaching. |

Appendix U: Clinical Practice Logs and Activity Sheets

Southwestern Christian University – Teacher Education Program

Clinical Practice Log and Activity Sheet

Teacher Candidate Name: _____ Class: _____

Partner School Name: _____ Professor: _____

Partner Teacher Name: _____ Sem./Year: _____

*Candidates must complete no less than 10 hours of clinical practice working with PC West ESL/EL students under the supervision of Ms. Carolyn Davis or Ms. Sara Price.

| Date | Time In | Time Out | Net Time | Total HRS | Activities | Teacher Initial |
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Instructions:

1. Clinical Faculty must initial time sheet after each school visit.

2. Once all clinical practice hours are completed and documented, submit time sheet to Clinical Faculty.
3. Clinical Faculty will review documented times, sign the form, and return the form directly to the Department of Education, Chair (Dr. Courtney M. Munday).
4. Dr. Munday will return the time sheet to you at the completion of the semester.

Clinical Faculty Signature

Date

Southwestern Christian University – Teacher Education Program

Clinical Practice Log and Activity Sheet

Teacher Candidate Name: _____ Class: _____

Partner School Name: _____ Professor: _____

Partner Teacher Name: _____ Sem./Year: _____

| Date | Time In | Time Out | Net Time | Total HRS | Activities | Teacher Initial |
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Instructions:

1. Clinical Faculty must initial time sheet after each school visit.
2. Once 15 hours of clinical practice are complete and documented, submit time sheet to Clinical Faculty for Signature.
3. Clinical Faculty will review documented times, sign the form, and return the form directly to the Department of Education, Administrative Assistant.
4. Once submitted, the time sheet will be scanned and placed into your online Portfolio.

Clinical Faculty Signature

Date