



Teacher Education Handbook

2026-2027

Division of Education

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Welcome and Introduction

It is my honor to welcome you to Northwestern Oklahoma State University! The NWOSU Teacher Education Program has a history of preparing educators who have the knowledge, skills, and dispositions necessary to meet the needs of today's learners. Teaching is the most noble of professions. The Division of Education has highly qualified educators and staff who are tirelessly committed to providing the foundation needed for success in today's classrooms.

Exemplary teaching is both a science and an art. An exemplary educator can blend pedagogical knowledge, creativity, and subject-matter knowledge to meet the unique learning needs of every student. Our faculty strive to provide each and every one of our teacher candidates with the foundation to be an exemplary educator. Our interactive and interdisciplinary curriculum, along with small class sizes and school-based learning experiences, enables faculty to employ innovative and differentiated instructional practices that foster candidate growth and excellence. Together with partner school districts and their dedicated educators, Northwestern engages our candidates in preparatory experiences that foster the pedagogical and content knowledge, dispositions, and overall qualities that define an exemplary educator.

We are glad to have you as a teacher candidate. This handbook is designed to assist you through the steps leading to your degree and licensure as a professional in education. This handbook is as up to date as possible at the time of publication. We are required to follow the laws and policies governing teacher education. This means some items in this handbook may be subject to change. It is vital to remain in contact with your academic advisor for this reason.

You are ultimately responsible for your professional and personal development as outlined in this handbook. I know you are up to the task.

Welcome to the noblest of professions. I hope you are always willing to grow, both personally and professionally.

All my best,

Jen Oswald, Ed.D.
Chair, NWOSU Division of Education

Northwestern Oklahoma State University

Teacher Education Program

Education Preparation Provider Mission Statement

We create teachers through practical experience, intentional instructional design, and a commitment to inclusive communities. Driven by continuous learning and improvement, we strive to develop educators who can evolve their practices to meet the ever-changing needs of education and society.

Philosophy of the Program

Northwestern Oklahoma State University's teacher education program believes professional development involves understanding the role and responsibility of a teacher in a particular context. The teacher candidate learns both to reflect and to challenge that role by integrating and synthesizing knowledge and skills from different sources to solve problems and enhance their perspective. NWOSU's experiential education program is based on research, theory, information, best practices, and reflection.

Education Preparation Provider Goals

Graduates will:

- Apply content and pedagogical skills to activate learning. (InTASC #1, #2, #3, #4, #8; CAEP A.1, CAEP A.3)
- Establish collaborative relationships with students, families, colleagues, and stakeholders. (InTASC #10; CAEP A.3)
- Respond to the needs of diverse learners. (InTASC #2; CAEP A.3)
- Engage in continuous learning. (InTASC #9; CAEP A.4)
- Employ reflective practices. (InTASC #10; CAEP A.4)

InTASC Standards

Northwestern's Education Program seeks to educate teachers who can demonstrate the following standards:

InTASC 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.

InTASC 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.

InTASC 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.

InTASC 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.

InTASC 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.

InTASC 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.

InTASC 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.

InTASC 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.

InTASC 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.

InTASC Standard 10

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

Governance

The Teacher Education Committee is the policy-making body for the undergraduate teacher preparation program at Northwestern. The general purpose of the Teacher Education Committee is to provide a program of studies for preparing teachers at the baccalaureate and master's degree level to work in P-12 schools. Its recommendations are made to the Chair of the Division of Education and the Vice President for Academic Affairs. They become official policy when approved by the President, the Regional University System of Oklahoma, and the Oklahoma State Regents for Higher Education in those areas requiring Regents' approval. The specific duties of the Teacher Education Committee are:

- (1) to approve all undergraduate teaching majors, minors, and certificate programs,
- (2) to set standards for admission and retention,
- (3) to approve the teacher education faculty,
- (4) to approve all changes in the programs,
- (5) to act as an appeals committee for all student grievances,
- (6) to approve changes in the faculty development process,
- (7) to approve program evaluation processes,
- (8) to recommend changes needed for policy and programs

The Teacher Education Committee members are elected by the teacher education faculty and recommended to the president for final approval. It is made up of the following members:

- Director of Teacher Education, Chair
- Division of Education Faculty Member at large
- Elementary Education representative from the Division of Education
- Secondary Representative from the Division of Education
- Representative from Teaching Field (secondary)
- Representative from Teaching Field (elementary)
- Representative from Teaching Field (2) Community members
- Elementary student representative (junior or senior)
- Secondary student representative (junior or senior)
- Assistant Certification Officer, permanent (non-voting member)

Accreditation/Licensure Programs

The following education programs at Northwestern Oklahoma State University are accredited by the [Council for the Accreditation of Educator Preparation](#) (CAEP) and the following Specialized Professional Associations:

Agriculture Education (B.S.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Early Childhood Education (B.S.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Elementary Education (B.S.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

English Education (B.A.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Health & Sports Science Education (B.S.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Mathematics Education (B.S.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Music Education (B.M.E.) [Office of Educational Quality and Accountability \(OEQA\)](#)

- Instrumental
- Vocal

Natural Science Education (B.S.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

- Biology
- Chemistry
- Physics

Social Science Education (B.A.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Special Education (B.S.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

GRADUATE PROGRAMS

School Counselor (M.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Educational Leadership (M.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Reading Specialist (M.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Superintendent (Certification only) [Office of Educational Quality and Accountability \(OEQA\)](#)

Undergraduate Education Degree Programs

Elementary

Elementary Education (1-8)
Early Childhood Education (PK-3)

Elementary/Secondary (P-12)

Vocal Music Education
Instrumental Music Education
Health & Sports Science Education
Special Education

Secondary (6-12)

Agriculture Education
English Education
Math Education
Natural Science Education
 Biology
 Chemistry
 Physics
Social Science Education

Teacher Education Faculty

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Certification Requirements

In addition to completing an accredited university program, Oklahoma requires two tests with passing scores to receive a teaching certificate. Those tests are the Oklahoma Subject Area Test (OSAT), and the Assessment of Professional Knowledge (APK).

Registration for certification tests and information on practice tests can be found at www.ceoe.nesinc.com.

Certification Examinations

The Office of Educational Quality and Accountability (OEQA) is responsible for developing and implementing a competency-based assessment system for educator licensure/certification in Oklahoma. The assessments consist of:

The **Oklahoma Subject Area Tests (OSAT)** assess subject matter knowledge and skills. More information can be found on this website: <https://www.ceoe.nesinc.com/>

The **Assessment of Professional Knowledge (APK), Elementary or Secondary**, measures professional knowledge and skills. More information can be found on this website: <https://www.nestest.com/>

A **Foundations of Reading (190)** test is required for early childhood, elementary, and special education majors. More information can be found on this website. <https://www.ceoe.nesinc.com/>

General Information

Academic Honesty Statement

Northwestern Oklahoma State University's teacher candidates are expected to uphold standards of intellectual and academic integrity. Academic honesty is fundamental to the academic environment of learning and scholarship. It is essential when evaluating each candidate's level of knowledge and skill acquisition. Academic dishonesty is represented by (1) plagiarism; (2) misrepresentation of the work of others as one's own; (3) unauthorized signatures; (4) falsification. **A violation of academic honesty will result in zero credit for work submitted and possible dismissal from the Educator Preparation Provider (EPP).**

Appeals Process

Any candidate who fails to achieve the program standards (except overall GPA) and believes there is extenuating evidence that warrants being given special consideration may appeal in writing to the Director of Teacher Education for a waiver of the standard(s). The Teacher Education Committee will hear the appeal. The Teacher Education Committee meets once a month. Appeal Forms will be submitted to the School of Education Office in EC 205. The form is now a link. Attach all documents into one form to upload. The Teacher Education Candidate Appeal form can be found at: <https://www.nwosu.edu/forms/candidate-appeals>

Attendance Policy

Attendance in class is a teacher candidate's responsibility and professional disposition. Only absences described as authorized or unavoidable may entitle a teacher candidate to perform makeup work, but only at the discretion of the course instructor. The Division of Education requires 90% attendance. University policy requires 75% attendance per class. Tardiness can also harm a candidate's grade and subsequent course credit, as determined by the instructor.

Background Checks

All teacher candidates enrolled in education courses with field experience must have completed a background check before entering a school. A background check must be renewed each year until completion of Clinical Experience III. Information on how to apply for a background check can be found at <https://www.nwosu.edu/wp-content/uploads/2026/05/background-check-instructions.pdf> (See Appendix L)

Admission to and continuation in the Teacher Education Program are strictly contingent upon maintaining a clear criminal background check. The program reserves the right to deny admission or immediately dismiss any candidate who has been convicted of a felony or has pending or prior legal actions involving minors, as such circumstances are considered fundamentally incompatible with the professional, ethical, and legal standards required of teacher candidates. All candidates must remain in compliance with these standards throughout their enrollment to ensure the safety and integrity of the educational environment.

Release form for the use of photos, videos and student work

Due to confidentiality, written permission must be obtained for P-12 student pictures or student work (Appendix D). After obtaining parental consent, scan this form, and attach to the appropriate assignment.

Oklahoma State Minimum Salary Schedule

Teachers in Oklahoma public schools shall receive salary and/or fringe benefits not less than the amount specified in the following schedule. When determining minimum wage, "fringe benefits" shall mean only the employee's share of retirement, if paid by the district. More information can be found at <https://oklahoma.gov/education/services/school-personnel-records/school-personnel-salary-information.html>

Teacher Shortage Employment Incentive Program (TSEIP)

The Teacher Shortage Employment Incentive Program (TSEIP) is a legislative ruling administered by the Oklahoma State Regents for Higher Education. TSEIP was designed to recruit and retain mathematics and science teachers in Oklahoma. Successful candidates will be reimbursed for eligible student loan expenses (a set amount, which may vary yearly) or an equivalent cash benefit. More information can be found at: <https://okhighered.org/otc/tseip/>

Teacher Shortage Information

Teacher Shortage Information provided by the U.S. Department of Education
<https://www.ed.gov/sites/ed/files/about/offices/list/oep/pol/teacheshortageareasreport2017.pdf>

Professional Dress (Business Casual)

Teacher candidates are expected to be in professional dress any time they represent the NWOSU teacher education program. This includes, but is not limited to, interviews, field trips, classroom observations, and Clinical Experience I, II, and III.

Men:

Shirts with collars
Slacks (includes “Dockers” type)
Suits, blazers, vests, or sports coats

Women:

Blouses and sweaters
Skirts and slacks
Dresses, suits, blazers, and jackets

Teachers Closet

The Teacher's Closet was founded to supplement the professional clothing needs of Northwestern's education majors. Education majors face steep certification exams, background checks, and licensure fees, so building a professional wardrobe can be a financial challenge. The Teacher's Closet was established to help candidates fill in the gaps in their wardrobe so they can focus on the more important task of becoming excellent educators.

Link: <https://www.nwosu.edu/education/teachers-closet/>

Social Media

The Northwestern Education Department has set up social media accounts to disperse critical information to the teacher candidates. This format is also used to inform the public about different activities.

Twitter: NWOSU Division of Education @NWOSU_EDUCATION

Facebook: NWOSU Division of Education @NWOSUEDUCATION

Professional Education Curriculum

Every education major who wishes to graduate with a Bachelor of Science degree must be admitted to the NWOSU Teacher Education Program. Below is a matrix outlining the Professional Education Curriculum. (* restricted courses)

What Course	When	Why
2010 Educational Seminar	1st Semester of Sophomore Year. Recommended to take courses concurrently.	A Professional Folder is created in this course.
2013 Child /Adolescent Psychology (Prerequisite-General Psychology) (10 hours Field Experience)	1st Semester of Sophomore Year. Recommended to take courses concurrently.	Prerequisite to 3322 Educational Psychology Required Standard 1 fulfilled for Transition Point I
2103 Foundations of Education (15 hours Field Experience)	Immediately after the Educational Seminar and/or concurrently with Child/Adolescent Psychology- 2 nd Semester of Sophomore Year- Prior to or during application to Teacher Education Program	<u>Transition Point I</u> Can interview for admission during this semester, and must complete Transition Point I
3113 Students with Exceptionalities	Sophomore/Junior Year	The course is a prerequisite to all other Special Education courses
3422 Literacy Skills in the Content Area (10 hours Field Experience)	Junior/Senior Year	(Secondary Education Only)
4221 Educational Technology	Sophomore/Junior Year	
4231 Assessment Design	Sophomore/Junior Year	
*4320 Classroom Organization (10 hours Field Experience)	Upon admission to Teacher Education FALL ONLY	Observation hours are completed in August, during the first days of the Public School.
3322 Educational Psychology	Junior/Senior year	Restricted Course
*4122 Classroom Management & Behavior Intervention I	Junior/Senior year	Restricted Course
*3913 Principles & Methods of Teaching (40 hours Field Experience) *4332 Assessment & Evaluation Applications	Senior Year Semester before Student Teaching	Restricted Course Must be taken together, the semester before Clinical III
*4131 Classroom Management & Behavior Intervention II *4821 Ethical, Legal & Advocacy Perspectives in Education *4960 Clinical Experience III: Student Teaching (480 + hours Field Experience)	Senior Year	<u>Transition Point II</u> is approved by the advisor before enrolling in the Professional Semester. All coursework/requirements MUST be completed before enrollment. <u>Transition Point III</u> is completed at the end of the semester

PROFESSIONAL EDUCATION

EDUC 2010 Educational Seminar

EDUC 2013 Child/Adolescent Psychology (10 Hours Field Experience)

EDUC 2103 Foundations of Education (15 Hours Field Experience)

EDUC 3113 Students with Exceptionalities

EDUC 3322 Educational Psychology

EDUC 3422 Literacy Skills in the Content Area (Secondary only) (10 Hours Field Experience)

EDUC 3913 Principles & Methods of Teaching (40 Hours Field Experience)

EDUC 4122 Classroom Management & Behavior Intervention I

EDUC 4221 Educational Technology

EDUC 4231 Assessment Design

EDUC 4320 Classroom Organization (10 Hours Field Experience)

EDUC 4332 Assessment & Evaluation Applications

PROFESSIONAL SEMESTER

EDUC 4131 Classroom Management & Behavior Intervention II

EDUC 4821 Ethical, Legal & Advocacy Perspectives in Education

EDUC 4960 Clinical Experience III: Student Teaching (480 + Hours Field Experience)

Teacher Education Admission Requirements

Candidates seeking a teaching certificate must be admitted to the Teacher Education Program.

Requirements for admission to the Teacher Education Program:

1. A retention grade point average (RGPA) of 2.50 or higher.
 2. Meet English proficiency.
 3. Meet **ONE** of the following: (must attach a copy for verification)
 - Achieve a GPA of 2.75 or higher in all general education courses.
 - Score at or above 22 on the American College Testing (ACT), including the writing portion.
 - Score at or above 1120 on the Scholastic Aptitude Test (SAT); the test's essay portion must be included, with no less than a 5 on Reading, a 4 on Analysis, and a 5 on Writing.
 - Score at or above the level designated by the State Regents for math, reading, and writing on the PRAXIS Core Academic Skills for Educators Test (Praxis). (Must have completed at least 30 credit hours.)
 - Possess a Baccalaureate degree from an accredited university.
 4. Completed EDUC 2010 Educational Seminar
 5. Completed and/or enrolled in:
 - EDUC 2013 Child/Adolescent Psychology
 - EDUC 2103 Foundations of Education
- Satisfactory rating on Teacher Education Admission Interview.
 - Transition Point I requirements.

Standards Required for Admission into the Professional Semester and Student Teaching

1. Admission into the Teacher Education program.
2. Retain a retention GPA of 2.50; have a minimum 2.50 GPA in the content/major area; and a minimum GPA of 2.50 in the professional education courses.
3. All required coursework must be completed before beginning the professional semester.
4. Completion of Transition Points 1 and 2 requirements.
5. A passing score on the Oklahoma Reading Test (only for Special Education, Elementary Education, and Early Childhood Education).

Admission Interview

A Teacher Education Admission Interview Committee, comprising Teacher Education Faculty members and stakeholders, will conduct an interview with each teacher candidate at Transition Point I. The teacher candidate must apply for the interview and meet the requirements.

Once the requirements are met, the candidate submits the interview application form to schedule the 30-minute interview. Teacher candidates are expected to dress professionally and be prepared. Once the interview is complete, the committee evaluates it and gives the teacher candidate the results.

Applications can be found at this link under forms: <https://www.nwosu.edu/school-of-professional-studies/education/>

Field Experience

Field experiences are an integral part of the Teacher Education Program. They enable a teacher candidate to know P-12 school processes, teaching practices, classroom management, and student behavior. To be fully accredited, Northwestern Oklahoma State University ensures that all teacher candidates complete diverse field experiences within their respective programs.

Field Experience Guidelines

The Education Program Provider (EPP) tracks three (3) Clinical Experiences required by all content areas in the Professional Education tracks courses. To ensure a variety of diverse experiences, Teacher Candidates will be required **to complete each tracked field experience in a different School District.** * All clinical experiences must meet the placement requirements of their respective programs; see below.

Clinical Experience I – EDUC2103 Foundations of Education - Field Trip to an urban school and 7 hours of observation in their major/content area for 15 hours.

Clinical Experience II –EDUC 3913 Principles and Methods - 40 hours of field experience

Clinical Experience III – EDUC 4960 Student Teaching – 480+ hours of field experience

TEACHER CANDIDATES CANNOT BE THE TEACHER OF RECORD. A FULL-TIME, QUALIFIED MENTOR TEACHER MUST BE IN THE CLASSROOM.

Mentor Teacher Qualifications-

The Mentor Teacher in the classroom in which the candidate is placed must meet the following requirements:

- Has a minimum of three years of teaching experience;
- Holds the same certification as the degree-seeking candidate;
- Is recommended by either a school administrator;
- Has a strong dedication to the teaching profession;
- Uses basic principles of effective teaching and learning;
- Is willing to guide the progress of the student-teacher;
- Demonstrates a high level of professional ethics.

Time Required for Clinical Experience III

The time commitment for Clinical Experience III is considerably greater than that of previous Clinical Experience requirements. It is not unrealistic to expect at least 1 hour of preparation time per class taught each day. A candidate is expected to participate in all professional-level activities in which the mentor teacher participates. The Teacher Education Programs recommend that candidates not be employed during this time.

The candidate will be in the classroom for 480 hours. Three (3) professional days are allowed for emergencies. Other absences must be made up at the end of the semester. Absences of more than three days adversely affect the candidate's grade. Each absence and its reason must be reported immediately to the Division of Education Chair, the Director of Teacher Education, and the mentor teacher. If an observation is scheduled on the day of the absence, the university supervisor must also be notified.

Grow Your Own Programs

1. **Para to Degree**—as part of a partnership with a school (signed MOU), it must be completed in the EDUC2010 Educational Seminar. Teacher Candidates will be required to complete these 3 Clinical Experiences, as listed below, to ensure the EPP meets the requirements of various diverse experiences.

Clinical Experience I – EDUC2103 Foundations of Education – Field Trip to an urban school and 7 hours of job shadowing in their major area for 15 hours. (Different School District)

Clinical Experience II –EDUC 3913 Principles and Methods - 40 hours of field experience (Different Grade level and in a different district, where applicable)

Clinical Experience III – EDUC 4060 Student Teaching 480+ hours of field experience (in a position as prescribed by the school district, but must be different than Clinical II)

TEACHER CANDIDATES CANNOT BE THE TEACHER OF RECORD. A FULL-TIME, QUALIFIED MENTOR TEACHER MUST BE IN THE CLASSROOM.

2. **Teach Oklahoma**—As part of a partnership with schools involved in the Teach Oklahoma curriculum, students wishing to complete their Clinical III Experience (Student Teaching) in their home district must sign a contract during the EDUC 2010 Educational Seminar course.

- a. The teacher candidate would be directed to the Chair of the Education Department.
- b. A contract would be signed by the Teacher Candidate requesting that students teach in their home district.
- c. The Public School would sign a contract of acceptance to ensure placement.
- d. Clinical Experience I and II must be completed in different districts.
- e. All these requirements must be implemented during the EDUC 2010 Educational Seminar course; all other requests must go through the appeal process.

TEACHER CANDIDATES CANNOT BE THE TEACHER OF RECORD. A FULL-TIME, QUALIFIED MENTOR TEACHER MUST BE IN THE CLASSROOM.

*Placement Requirements:

Early Childhood. – must have a grade level between Clinical II and Clinical III. Example: Clinical II in Pre-K; Clinical III must be in 1st grade or higher

Elementary – Two separate grade levels; skip a grade between, preferably a lower elementary (1-3) and an upper elementary (4-6).

Elementary/Secondary (P-12) – Must have an Elementary Placement and a Middle or High School Placement for Clinical II and Clinical III.

Vocal Music Education

Instrumental Music Education

Health & Sports Science Education

Special Education

Secondary (6-12) – Must have a Middle School Placement and a High School Placement for Clinical II and Clinical III

Agriculture Education

English Education

Math Education

Natural Science Education

Biology

Chemistry

Physics

Social Science Education

Policies and Procedures for Planning Field Experiences in Clinical Experience I and II

The Northwestern Oklahoma State University Teacher Education Committee has adopted the following policies to provide the most successful and productive Clinical Experience possible for all involved. These policies are in effect unless special permission is granted through the Teacher Education Committee's appeal process.

1. In the Professional Semester, candidates are placed in classrooms within a 150-mile radius of the main campus in Alva.
2. Candidates may not be enrolled in other classes during the Professional Semester.
3. During the Professional Semester, candidates will follow the calendar of the host school, such as observing holidays, teacher meetings, etc.
4. Candidates are not to replace regular certified teachers as substitutes in the classroom.
5. Candidates are afforded a maximum of three (3) days of absence during the professional semester, to be used only for family-related emergencies or illness.
6. Candidates cannot fulfill an internship in the school of his/her "hometown" district.
7. Candidates cannot complete all Clinical Experiences in the same school district.
8. Candidates are not allowed to fulfill an internship with a person who may pose a conflict of interest, i.e., a family member or friend in a supervisory position.
9. Candidates cannot fulfill an internship where their child would be under their supervision.
10. Only one candidate per cooperating teacher per semester is allowed.
11. Candidates are not to be employed by the school district as the teacher of record.
12. Candidates must meet all placement requirements with field experiences throughout the program.
13. Candidates must provide his/her liability insurance.

Early and Ongoing Practice Opportunities

EDUC 2013 Child and Adolescent Psychology: A teacher candidate completes **10 hours** of observation in a school setting to observe child development at all stages.

EDUC 4320 Classroom Organization: A teacher candidate completes a minimum of **10 hours** during the first two weeks of the school year with a mentor teacher to learn the basics of classroom setup, school policies, year-long curriculum mapping with standards, setting up a grade book, etc., in preparation for the beginning of the school year.

EDUC 4413 Literacy Assessment and Intervention: (EC, ELEM & SPED majors only) This course is an in-depth study of literacy assessment and intervention focusing on planning and implementing a developmentally appropriate learning experience by considering the learner's individual strengths and needs. These include: goals, benefits, and uses of assessment; use of formal and informal assessments to determine learning needs; use of on-going assessment to guide instruction and monitor learning; use of data to plan goals, learning activities, and

formative assessments; use of strategies to motivate and engage individual learner; use a variety of instructional strategies/techniques and a cohesive sequence of lessons; organize and manage intense individual instruction; inform parent stakeholders of learner progress; participate in an in-class Professional Learning Community (PLC) to ensure best outcomes for each learner. Includes field experience **of twenty (20) hours** with an individual student needing literacy intervention. Pre: EDUC 3413.

EDUC 3422 Literacy Skills in the Content Area: (Secondary majors only). This course will prepare secondary educators to consider how to embed literacy within their content area instruction. Focus is on strategies to meet the needs of all learners in the secondary classroom. Includes **10 (ten)** field experience hours.

Clinical Experience I: Preservice Experiences Required for *All* Beginning Candidates

EDUC 2103 Foundations of Education: The field experience coordinator will collaborate with local P-12 school administrators to place a teacher candidate in a school for seven (7) hours of classroom observation. The candidates in this course also take a field trip to a highly diverse school setting for eight (8) hours for a total of fifteen (15) hours for Clinical Experience I. This Clinical Experience is collaboratively designed to provide a candidate with the opportunity to evaluate one's commitment to teaching by first-hand observation of P-12 students in classroom settings.

Clinical Experience II: Preservice Experiences (EDUC 3913 Principles & Methods in Teaching and EDUC 4332 Assessment and Evaluation)

Candidates in program-specific methods courses are required to complete Clinical Experience II. It is recommended that the applicable methods course be taken before Clinical Experience II and the semester before Clinical Experience III student teaching. The methods instructor and the teacher candidate collaborate to determine the school site to complete the Clinical Experience. The placement must follow the EPP's placement guidelines, and the mentor teacher must meet the EPP's guidelines. The Mentor Teacher in the classroom in which the candidate is placed must have (1) at least three years of teaching experience, (2) hold the same certification as the degree-seeking candidate, and (3) be recommended by either the EPP or a school administrator. The mentor teacher will evaluate the candidates using the Student Teacher Evaluation to prepare them for Clinical Experience III. Teacher Candidates complete 40 hours of field experience in this course.

Clinical Experience III: Student Teaching

Clinical Experience III is completed during the professional semester and consists of 480+ hours in a classroom. The Division of Education Chair and the Director of Teacher Education coordinate the candidate's placement within a school district. The candidate submits a "first choice" and "second choice" on the Clinical Experience III application. The requests are checked to ensure compliance with placement requirements.

The Mentor Teacher in the classroom in which the candidate is placed must meet the following requirements:

- Has a minimum of three years of teaching experience;

- Holds the same certification as the degree-seeking candidate;
- Is recommended by either the school administrator;
- Has a strong dedication to the teaching profession;
- Uses basic principles of effective teaching and learning;
- Is willing to guide the progress of the student-teacher;
- Demonstrates a high level of professional ethics.

Policies and Procedures Regarding the Placement of Teacher Candidates in Clinical Experience III

The Northwestern Oklahoma State University Teacher Education Committee has adopted the following policies to provide all involved with the most successful and productive clinical experience possible. These policies are in effect unless special permission is granted through the Teacher Education Committee's appeal process.

1. Candidates are placed in classrooms within a 150-mile radius of the main campus in Alva.
2. Candidates may not be enrolled in other classes during the Professional Semester.
3. Candidates will follow the calendar of the host school, such as observing holidays and attending teacher meetings.
4. Candidates are not to replace regular certified teachers as substitutes in the classroom.
5. Candidates are afforded a maximum of three (3) days of absence to be used only for family-related emergencies or illness.
6. Candidates are not allowed to fulfill a Clinical Experience III in the school of his/her "hometown" district.
7. Candidates cannot complete all Clinical Experiences in the same school district.
8. Candidates cannot fulfill a Clinical Experience with a person who may pose a conflict of interest, i.e., a family member or friend in a supervisory position.
9. Candidates cannot fulfill a Clinical Experience where his or her child would be under the candidate's supervision.
10. Only one candidate per mentor teacher per semester is allowed.
11. Candidates are not to be employed by the school district as the teacher of record during the Clinical Experience.
12. Candidates must meet all placement requirements with field experiences.
13. Candidates must provide his/her liability insurance.

The Division of Education Chair and the Director of Teacher Education assign university supervisors to observe and evaluate the teacher candidate at least four times during the semester: Two (2) visits by a university supervisor with P-12 teaching experience and two (2) visits by a university supervisor with content expertise. The mentor teacher evaluates each teacher candidate at least twice during the semester. The mentor teacher assesses using the Student Teaching Evaluation, a written evaluation form, a narrative evaluation, and a disposition form. Communication among everyone is maintained throughout the semester.

Clinical Experience III is designed to provide the teacher candidate with opportunities to observe, plan, implement, and evaluate instructional materials and techniques to meet the varied

learning needs of diverse students. It serves as the culminating experience in the teacher education program at NWOSU and requires demonstrating knowledge, skills, and dispositions established by the EPP, state, and accrediting agencies.

Teacher Candidate Professional Folder

Purpose of the Professional Folder

The Professional Folder celebrates each teacher candidate's knowledge, skill, experience, and professional dispositions in NWOSU's teacher education program. In this professional folder, the candidate documents the field experience requirements for Clinical I, II, and III, which correlate with the Transition Points. Candidate knowledge and dispositions are demonstrated at Transition Points I and II. Transition Point III. Assignments in the digital Professional folder demonstrate the teacher candidate's application of the InTASC standards.

The professional folder reflects the teacher candidate's professional growth and verifies that the candidate has met the specific requirements to move forward at the transition points. Teacher Education Faculty approval is necessary at each Transition Point before a teacher candidate can advance. After a faculty member verifies a Transition Point and submits a digital checklist, a paper copy will be added to the teacher candidate's official Teacher Education file. The Education Office (EC 205) maintains the teacher candidate's official file.

Professional Folder Assembly and Requirements

The teacher candidate will complete each standard in the professional folder template.

All courses and requirements listed at each transition point must be met satisfactorily before a transition point can be completed. 3000 level professional education courses require a "C" or better to be considered satisfactorily completed.

The professional folder, introduced in the EDUC 2010 Educational Seminar, records professional growth and development. It is reviewed for completion at each Transition Point.

Transition point	Requirements
Transition Point I	<u>Professional Education- completed or enrolled</u> ✓ 2013 Child/Adolescent Psychology ✓ 2103 Foundations of Education Field Experiences chart (one entry for each course containing Field Experience) 1st Disposition Assessment (self-evaluation) 2nd Disposition Form (completed by any faculty member of choice, current or previous semester) Current Transcript Meet the requirements for Admission into the Teacher Education Program Application for Admission to Teacher Education Program Successful completion of Teacher Education Interview

Transition point	Requirements
	Approval is needed <u>before admission</u> to Teacher Education Reviewed by the Admission Interview chair
Transition Point II	<u>Professional Education- completed or enrolled</u> ✓ EDUC 3113 Students with Exceptionalities ✓ EDUC 3322 Educational Psychology ✓ EDUC 3422 Literacy Skills in the Content Area (secondary) ✓ EDUC 3913 Principles & Methods of Teaching ✓ EDUC 4122 Classroom Management & Behavior Intervention I ✓ EDUC 4221 Educational Technology ✓ EDUC 4231 Assessment Design ✓ EDUC 4320 Classroom Organization ✓ EDUC 4332 Assessment & Evaluation Applications Field Experiences chart (one entry for each course containing Field Experience) 3rd Disposition Assessment—for a total of 3 at this point (completed by any faculty member of choice, current or previous semester) Current Transcript Transition Point I completed Copy of OSAT score(s) (if available) Application to Enroll in Clinical Experience III: Student Teaching/Professional Semester Approval needed <u>before</u> admission to Clinical Experience III: Student Teaching/Professional Semester Reviewed by the advisor or a designated TEF member <i>NOTE: Failure to submit all requirements for Transition Point II by the designated due date may delay your acceptance into Clinical Experience III: Student Teaching/Professional Semester until the following semester.</i> <u>To be accepted into the Clinical Experience III/Professional Semester:</u> ➤ <u>Spring Semester</u>, the professional folder must be submitted for review to your advisor no later than <u>December 1st</u> ➤ <u>Fall Semester</u>, the professional folder must be submitted for review to your advisor no later than <u>May 1st</u> ➤ <u>Summer courses</u> must be completed before the Fall Semester. The Professional folder must be submitted for review to your advisor no later than <u>August 1st</u>. After your advisor or a designated TEF member has reviewed your professional folder, All requirements must be met before enrollment in the Clinical Experience III: Student Teaching/Professional Semester.
Transition Point III	<u>Professional Education-completed</u> ✓ <u>EDUC 4131 Classroom Management & Behavior Intervention II</u> ✓ <u>EDUC 4821 Ethical, Legal & Advocacy Perspectives in Education</u> ✓ <u>EDUC 4960 Clinical Experience III: Student Teaching</u> Transition Point I and II completed Complete Exit Interview All certification requirements must be met before a recommendation is made by the Education Office.

Dispositions and Plan of Improvement Policy

The teacher candidate will submit completed disposition forms at Transition Points I and II (Appendix C).

Disposition Evaluations of Undergraduate Teacher Candidates

NWOSU Disposition Statement

Developing appropriate professional dispositions is essential to becoming an effective educator who promotes student success and well-being. NWOSU emphasizes cultivating dispositions that reflect professional attitudes, values, and beliefs, as demonstrated through verbal and nonverbal behaviors when educators interact with students, families, colleagues, and communities.

Professional dispositions are more than personality traits; they are professional commitments and ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development. NWOSU prepares educators with content knowledge, pedagogical skills, and the disposition to create supportive, equitable, and inclusive learning environments.

Procedures for Dispositions

The teacher candidate chooses a faculty member from their current schedule to complete the disposition evaluations. If the current faculty members have previously completed a disposition evaluation on the candidate, then the teacher candidate may go back one (1) semester to ask a different faculty member.

The first disposition evaluation is a self-evaluation by the candidate during EDUC 2103 Foundations of Education. A faculty member of the teacher candidate's choice completes the second disposition evaluation. After completing the disposition assessment, the faculty member will submit it electronically. The first and second disposition evaluations coincide with **Transition Point I**. The Teacher Education Interview Committee will view this disposition assessment.

A faculty member of the teacher candidate's choice completes the third disposition evaluation. The faculty member will submit it electronically after completing it, and it will be part of **Transition Point II**.

The fourth disposition evaluation occurs during the Clinical Experience III, Student Teaching/Professional Semester. The mentor teacher completes it confidentially. (Data from the fourth disposition will be used only for program improvement purposes and kept confidential. It is submitted electronically.) This coincides with **Transition Point III**.

Additional Disposition Evaluations may occur at any time during a teacher candidate's education program. A transfer candidate who has already completed a comparable introductory education course at another institution will complete the required disposition evaluations at the time of submission of **Transition Point I**.

Plan of Improvement for Disposition Evaluations

Criteria

Step One: If a teacher candidate scores an **Unacceptable (1)** in any element in a category, a consultation with the faculty evaluator will occur. (Form should be printed, signed by both parties, and dated and placed in the Teacher Candidate's file in the Education office)

Step Two: If the candidate receives **four Unacceptable (1)** scores in a single disposition evaluation or across all disposition evaluations, they will write a plan of improvement to be submitted to the Chair of the Division of Education. Consultation(s) will be held to consider the candidate's appropriateness for remaining in the education field or to examine another career choice. A follow-up disposition evaluation will be conducted at the end of the semester. A candidate may be dismissed from the program if their dispositions are incompatible with those required for an effective teacher.

The Teacher Education Program is committed to preparing educators who are not only academically prepared but who also demonstrate the professional dispositions necessary to serve all students effectively and ethically.

Candidates are expected to consistently exhibit the following dispositions:

- **Integrity** – Demonstrating honesty and transparency in all professional and academic matters
- **Respect** – Valuing the dignity, diversity, and individuality of all students, families, and colleagues
- **Responsibility** – Taking ownership of professional conduct and its impact on the learning environment
- **Commitment to Student Safety** – Prioritizing the physical, emotional, and academic well-being of all learners
- **Professional Ethics** – Adhering to the ethical standards set forth by the Oklahoma State Department of Education and the educator code of conduct

Failure to demonstrate these dispositions, as evidenced by academic misconduct, unprofessional behavior, a felony conviction, or any legal action involving minors, will be grounds for a formal dispositional review. Based on the outcome of such a review, consequences may include a remediation plan, probationary status, or dismissal from the Teacher Education Program. Candidates dismissed on dispositional grounds may also be deemed ineligible for state teacher certification.

Transition Point Evaluations

The professional folder will be evaluated at designated times called Transition Points. The teacher candidate will complete all components of the professional folder and share them with the designated Teacher Education Faculty member(s). Faculty will use the corresponding rubric to indicate completion (Appendix E).

Teacher Education Application and Admission Interview

A Teacher Education Admission Interview Application is submitted, and an interview is scheduled. Transition Point 1 requirements are reviewed.

A Teacher Education Admissions Interview committee, comprised of Teacher Education Faculty and stakeholders, will conduct an admissions interview with each teacher candidate at Transition Point I. At this point, the teacher candidate must have a current background check, an RGPA of 2.5, meet one of the entrance requirements, and have completed the Transition Point I requirements.

Candidates who meet the above requirements may apply for an interview with the Teacher Education Admissions Interview Committee. Teacher candidates must dress professionally and be prepared for a structured interview scheduled at 20-minute intervals. Once the interview is completed, the committee evaluates the candidate's responses. After the interview, the teacher candidate will receive the committee's recommendation.

Applications can be found at this link under forms: <https://www.nwosu.edu/school-of-professional-studies/education>

Clinical III Application to Enroll in Clinical Experience III: Student Teaching

Candidates are required to apply to enroll in Clinical Experience III: Professional Semester/Student Teaching. This aligns with Transition Point III, which states that all requirements must be completed before a candidate is allowed to complete enrollment.

Exit Interview

A Teacher Education Exit Committee, comprised of Teacher Education Faculty and stakeholders, will conduct an exit interview with each candidate at the end of Clinical Experience III, Student Teaching/Professional semester. The purpose is for the candidate to reflect upon their growth during the program and their application to the profession.

Candidates meeting the above requirements will schedule an interview with the Teacher Education Exit Committee. Teacher candidates must dress professionally and be prepared for a structured interview, which is expected to last 20 minutes. Once the interview is completed, the committee evaluates the candidate's responses. After the interview, the teacher candidate will receive the committee's recommendation.

The interview process at admission and exit provides feedback for continuous improvement in the NWOSU Teacher Education Program.

Program Completion

For teacher preparation programs at NWOSU, being a program completer requires not just completing the degree requirements, but also successfully passing all required certification tests:

- **OSAT (Oklahoma Subject Area Test)** - which tests subject-specific knowledge for the teaching area
- **APK (Assessment of Professional Knowledge)** - which covers general teaching methods, classroom management, educational psychology, and other professional teaching competencies
- **Oklahoma Reading Test** - assesses knowledge of reading instruction, literacy development, and evidence-based reading practices (ELEM, EC and SPED majors) ending Fall 2026
- **Foundations of Reading Test** - assesses knowledge of reading instruction, literacy development, and evidence-based reading practices (ELEM, EC and SPED majors) beginning Fall 2026

Only after completing both the degree requirements AND passing these required certification exams would someone be considered a program completer and be recommended for teacher certification in Oklahoma.

Clinical III Professional Semester/Student Teaching Handbook

Mentor Teacher Qualifications

The Mentor Teacher in the classroom in which the candidate is placed must meet the following requirements:

- Has a minimum of three years of teaching experience;
- Holds the same certification as the degree-seeking candidate;
- Is recommended by either the Chair of the Education Department, Director of Teacher Education, or a school administrator;
- Has a strong dedication to the teaching profession;
- Uses basic principles of effective teaching and learning;
- Is willing to guide the progress of the student-teacher;
- Demonstrates a high level of professional ethics.

The criteria are implemented through further conversations with the site-based administrators responsible for the placements. Interviews with local school administrators further confirm that they select faculty members who are accomplished school

professionals at their sites. School partners who are possible mentor teachers should represent the same qualities or expectations of university professors, including service, scholarly activity, and teaching. The relationship developed between the mentor teacher and the teacher candidate is the key to the success of the clinical experience. These on-site members of the EPP should provide nourishment and enrichment to the teacher candidates' preparation materials, including modeling, planning, and critiquing lessons for P-12 students.

After placements are made, the mentor teacher is provided with information about the candidate who is placed under his/her supervision. The Chair of the Division of Education or the Director of Teacher Education notifies the candidate of the Clinical Experience placement.

Policies and Procedures Regarding Placement of Teacher Candidates

The Teacher Education Committee (TEC) of Northwestern Oklahoma State University has adopted the following policies to provide the most successful and productive Clinical Experience possible for all involved. These policies are in effect unless special permission is granted through the appeal process of the Teacher Education Committee.

1. Candidates are placed in classrooms within a 150-mile radius of the main campus in Alva.
2. Candidates may not be enrolled in other classes during the Professional Semester.
3. Candidates will follow the calendar of the host school, such as observing holidays and teacher meetings.
4. Candidates are not to replace regular certified teachers as a substitute in the classroom. If emergencies arise, the Chair of the Division of Education or the Director of Teacher Education should be contacted.
5. Candidates are afforded a maximum of three (3) days of absence to be used only for family-related emergencies or illness.
6. Candidates are not allowed to fulfill an internship in the school of his/her "home-town" district.
7. Candidates are not allowed to complete all Clinical Experiences in the same district.
8. Candidates are not allowed to fulfill an internship with a person who may pose a conflict of interest, i.e. family member or friend in a supervisory position.
9. Candidates are not allowed to fulfill an internship where his or her own child would be under the candidate's supervision.
10. Only one candidate per cooperating teacher per semester is allowed.
11. Candidates are not to be employed by the school district while the internship is taking place.
12. Candidates must meet all diversity requirements with field experiences throughout the program.
13. Candidates must provide his/her liability insurance.

Time Required for Clinical Experience III

The time commitment for Clinical Experience III is considerably more than previous Clinical Experience requirements. It is not unrealistic to expect at least one hour of preparation time per day for each class taught. A candidate is expected to participate in all professional-level activities in which the mentor teacher participates. The Teacher Education Program recommends candidates not be employed during this time.

Absences

The candidate will be in the classroom for 568 hours.

- Three (3) professional days are allowed for emergencies.
- Other absences must be made up at the end of the semester.
- Absences beyond three days adversely affect the candidate's grade.
- Each absence and reason for the absence must be reported immediately to;
 - the Chair of the Division of Education,
 - the Director of Teacher Education,
 - and the mentor teacher.
 - If an observation is scheduled for the day of the absence, the university supervisor is also to be notified.

Classroom Management

Effective classroom management, including knowledge and application of a discipline plan, is an important part of the clinical practice experience. The candidate has a responsibility to model the mentor teachers' classroom management/discipline plan and to use it. While Clinical Experience is a time to experiment and try various approaches to managing a class, changes are to be considered if they can only be implemented without disrupting the classroom and with the approval of the mentor teacher. The mentor teacher is legally responsible for maintaining a classroom environment conducive to the clinical experience.

As the candidate progresses to the next phase (see phases below), it is important the candidate is allowed to use effective management skills without assistance. Some candidates need support at the beginning of this phase, but each must be able to manage the class all day during Phase IV. The classroom management system used by the candidate must be acceptable to the university supervisor and the mentor teacher. The candidate will not administer corporal punishment nor serve as an official witness of corporal punishment. Violation of this policy will result in termination of the clinical experience.

Parent Contacts

Effective communication with parents is essential for an educator to succeed. The candidate should take advantage of every opportunity to observe the mentor teacher interact with

parents, except in cases where confidentiality is a concern. Contact with parents will always be done in the presence of the mentor teacher. If a problem arises with a parent, it should be referred to the mentor teacher immediately.

Phases of Clinical Experience III

This clinical experience provides an opportunity to be part of an educational team. As a team member, the candidate's role, responsibilities, and tasks will vary from time to time, as determined by the mentor teacher and university supervisor. Candidate assignments are highly individualized. Involvement in the classroom activities will depend upon the candidate's readiness to perform the tasks assigned.

The candidate should not be asked to step in immediately and assume total responsibility for the class. Due to the individualized nature of the assignment and the readiness factor, no set time period can be attached to the various phases of clinical practice. All candidates should move through five phases during their experiences.

Phase I Orientation and Observation (Suggested weeks 1 - 3)

The first days of the Clinical Experience will include observation of the classroom environment and related areas, instructional techniques, and interpersonal communication and relationships. When observing, the candidate is to take reflective notes and ask questions of the clinical educator regarding reasons for his/her interactions and instructional methods. Frequently asked "why" and "how" questions will provide a knowledge base for the candidate's instructional and management methods choice.

Phase II Assisting (Suggested weeks 4-6)

After observation, the candidate will be ready to interact with the students to become better acquainted and alleviate anxieties. The mentor teacher may suggest activities that will help the candidate become involved. Examples might include one-to-one assistance, distributing materials, checking attendance, or assisting with make-up work.

Phase III Team Teaching / Limited Teaching Experience (Suggested weeks 7-9)

To initiate the teaching experience, the candidate will begin by sharing with the mentor teacher the responsibility of planning and teaching selected lessons in a co-teaching situation. This may be done in several ways.

For example, the candidate presents the lesson "warm-up" and motivation while the mentor teacher teaches the new skill. Another example is that the class is divided into two groups, with the candidate and the mentor teacher taking a group for instruction. Another

example is instructional time, which is divided into the following: one introduces and presents skills, while the other carries out the lesson's independent practice and evaluation segments. In the limited teaching phase, the candidate will plan, prepare instructional materials, and teach a complete, cooperatively developed lesson. In this phase, the mentor teacher provides continuity in the classroom and immediate feedback. Additional responsibilities might include preparing resources or working with individual students or small groups relating to the lesson taught. (See **Lesson Plan Example and Description, Appendix G & H**).

Phase IV Extensive Teaching Experience (Weeks 10-14)

After observing the mentor teacher model the preparation, implementation, and evaluation of lesson plans in the subject area(s) within the classroom, the candidate will be responsible for planning, teaching, and evaluating a sequence of lessons. These lesson plans will be written and submitted to the mentor teacher **before** teaching the lesson. If the subject of study is developed around a theme or unit, submission dates will be determined by the mentor teacher. This gives the mentor teacher adequate time to evaluate and provide constructive feedback to the candidate. The candidate continues to assume more responsibility for all the classroom activities until the full teaching load has been accrued. It is important for the candidate to take on the full teaching load and understand the work and responsibility needed to be successful.

Phase V Culminating Experience (Week 15)

During this phase, the mentor teacher again assumes the primary responsibility for classes. This phase, the last week of the clinical practice experience, allows the candidate to observe the mentor teacher transitioning back to a full-time mentor teacher and observe other classes in the building or other buildings.

Roles of Individuals Involved in Clinical Practice

Role of the Mentor Teacher

The mentor teacher is responsible for modeling an effective instructional program for students and guiding the candidate's activities.

The mentor teacher is expected to:

1. Ensure adequate continuity, class contact, and supervision of the candidate program. The candidate is to be part of a teaching team and not be considered as a replacement for the regular teacher.
2. Define the candidate's responsibilities.

To accomplish this, the mentor teacher is to:

1. Schedule a conference with the candidate during the first week of the Clinical Experience to clarify the candidate's role.
 2. Provide an opportunity to observe appropriate methods for effective teaching practices.
 3. Assist the candidate with the professional responsibilities of working with students, parents, colleagues, and the community.
 4. Assist the candidate in becoming acquainted with the state and district regulations applicable to students and teachers in the school where he/she works.
 5. Clarify the candidate's responsibilities concerning lesson plans, securing and organizing appropriate materials, and other necessary activities.
 6. Attend in-service programs for teachers and administrators connected to the Clinical Experience.
3. Facilitate the candidate's gradual transition into actual teaching at a suitable pace.
 4. Choose a specific time for daily and weekly planning and establish a regularly scheduled conference time.
 5. Assist the candidate in being successful.
 6. Inform the university supervisor of candidate absences.
 7. Takes the necessary steps to notify the university supervisor, Chair of the Division of Education, or Director of Teacher Education of problems that arise during the Clinical Experience.
 8. Plan two formal evaluation observations throughout the semester with the candidate using the CPAST and plan for two meetings with the university supervisor to discuss scores and progress.
 9. Complete the Clinical Experience III: Mentor Disposition after the student teaching experience.

Role of the Principal

The school principal has a significant role in facilitating and coordinating candidates.

1. Provide a positive environment for candidates within the building.
2. Orient faculty to their role in the Clinical Experience.
3. Orients the candidate concerning the cooperating schools' philosophy, policies, and regulations.
4. Stay informed about the progress of the candidate.
5. Observe the candidate in some capacity and provide informal feedback.
6. Communicate any comments, questions, or concerns to the university supervisor, Chair of the Division of Education, or the Director of Teacher Education.

Role of the Candidate

Professional Conduct

- Act as a guest in the assigned school and support school policies and personnel. You must follow all school rules and regulations.
- Observe the standards of dress and grooming adopted by the professional staff in the school district and NWOSU.
- Uphold professional ethics consistently throughout the Clinical Experience and professional career.
- Exemplify professionalism in dealing with confidential information, including not releasing or disclosing information about students without proper authorization.

Responsibilities and Expectations

- Consider Clinical Experience/Student Teaching as a full-time job, including taking responsibility for the entire class and out-of-class responsibilities assigned by the mentor teacher.
- Assume responsibility for the quality of the experience by exploring new involvement possibilities, seeking new assignments, and engaging in personal teaching analysis and reflection.
- Reflect on the seriousness of this responsibility through daily attendance and preparation. Notify the mentor teacher of any unexpected absences.
- Exchange phone numbers to facilitate after-hours contact, if necessary. Make up any absences at the end of the Clinical Experience.
- Consistently check the NWOSU email account for updates and changes.

Collaboration and Communication

- Attend conferences with the mentor teacher and/or university supervisor.
- Communicate with the university supervisor about visitation times, personal progress, and problems if they arise.
- Discuss lesson plans with the mentor teacher at scheduled times before the lesson begins.

Professional Development and Engagement

- Participate in out-of-class activities such as PTA or PTO meetings, faculty and professional meetings, and routine teaching and non-teaching tasks.
- Be continually involved in self-evaluation, including examining instructional activity goals and objectives, soliciting feedback on strengths, and identifying areas for improvement.
- Complete the Teacher Candidate Survey – Clinical Experience at the end of the Clinical Experience.

Instructional Skills and Classroom Management

- Learn the names of the students in assigned classes and the relevant school staff members.
- Observe the instructional strategies of the mentor teacher and classroom management techniques employed.

Organization and Planning

- Start a planning notebook that includes all lesson plans and continuously update them with notes and resources. (Course requirement)

Role of the University Supervisor

The university supervisor schedules regular meetings with the candidate and is to provide a written evaluation of the observations using the CPAST. In the conferences, the candidate and the supervisor discuss planning activities, learning strategies, discipline techniques, and concerns, as well as the candidate's strengths, areas for improvement, or additional questions or ideas.

Observations/Evaluations

- There will be four visitations from the university supervisor(s) for all candidates.
- The lead supervisor is responsible for scheduling two (2) meetings with the mentor teacher and teacher candidate to review the CPAST scores and plan improvement goals.
- There will be a minimum of two (2) visits by a university supervisor with P-12 experience and two (2) visits by a university supervisor with content expertise. Having evaluations by at least two (2) different university supervisors will allow for interrater reliability.
- The supervising teacher or mentor teacher may request an additional visit during Phase IV to accurately evaluate the candidate's progress. If needed, the supervisor may also delegate another member of the content area department to observe and complete an evaluation form for substantiated assessment and contribute to certification recommendations.

Candidate Support

- Consult with the mentor teacher about the candidate under his/her direction early in the semester and, if possible, after each observation of the candidate.
- Make sufficient visits to ensure adequate supervision and evaluation.
- Be available to consult with the mentor teacher.
- Provide feedback and constructive critiques about the candidate's instruction, organization, and management, interactions with others, assessments, and professionalism.
- At any time, discuss any problems or challenges with the Chair of the Division of Education or the Director of Teacher Education.

Role of the Chair of the Division of Education and the Director of Teacher Education

The Chair of the Division of Education and the Director of Teacher Education are responsible for candidate placement and supervision. The director's responsibilities include the following:

1. Collaborate with the administrator to place each candidate with a qualified mentor teacher.
2. Contact university personnel in other states to arrange courtesy supervision agreements for an out-of-area, out-of-state candidate placement.
3. Recruit, assign, supervise, and evaluate university supervisors.
4. Plan and conduct clinical practice seminars.
5. Follow policies and procedures in the Teacher Education Handbook.
6. Coordinate all training sessions for education and content area supervisors and mentor teachers.
7. Manage the Clinical Experience to ensure:
 - a. Timely placement of candidates.
 - b. Maintenance of adequate Clinical Experiences.
 - c. Appropriate supervision of candidates.
8. Assign final grades, which may incorporate feedback from mentor teachers and university supervisors. Failure to complete a successful Clinical III Internship will result in failure of the course.
9. Assess the appropriateness of each candidate placement and university/academic supervisor assignment during the Clinical Experience and determine if and when a change is necessary.
10. Counsel candidates, administrators, teachers, and university faculty to ensure a productive and positive Clinical Experience.

Procedures for Resolving Problems

Initial Stages in Problem-Solving Process

Many problems that may arise between the mentor teacher and the candidate are resolved through daily conferences. If a candidate is not progressing as expected, the university supervisor is consulted, and plans are made to support the candidate appropriately. Through early identification of problems and proper intervention, a candidate can often overcome difficulties and develop the skills needed to succeed. The following process should be followed if the problem cannot be resolved. Either the candidate or the mentor teacher is to:

1. Develop a plan to resolve the problems.
2. Have a conference with the university supervisor to discuss the issues.
3. Communicate the plan to the principal and all involved parties.
4. Implement the plan and document progress.

* If other problems arise between visits, the candidate and/or mentor teacher will contact the university supervisor, Chair of the Education Division, or the Director of Teacher Education immediately.

Procedures for Reassignment

Reassignment section: In the event that the issue persists, the principal and university supervisor confer, with input from the mentor teacher, to determine next steps. The following actions may be taken:

- **Reassignment:** The candidate may be reassigned within the current school or school district.
- **Removal from Clinical Experience:** The candidate may be removed from their current clinical experience placement within the school district.
- **Disciplinary Action:** Disciplinary action may include written documentation and referral to the Chair or Director of Teacher Education for the development of an improvement plan.
- **Corrective Action Plan:** A corrective action plan may be developed in collaboration with the candidate, university supervisor, and the Chair of the Division of Education or Director of Teacher Education. This plan will outline specific steps for improvement. Failure to demonstrate satisfactory progress as outlined in the plan may result in further disciplinary action, up to and including removal from the clinical experience and professional semester.

Due Process

If the candidate is not satisfied with the decision of the university supervisor and mentor teacher, an appeal may be submitted to the Teacher Education Committee. The following procedures ensure a candidate's right to due process is protected:

1. The principal may remove a candidate when, in the opinion of the administrator and the mentor teacher, the candidate's performance is unsatisfactory. The administrator will notify the Chair of the Division of Education or the Director of Teacher Education immediately and provide a written summary of the specific circumstances that led to the recommendation.
2. The Chair of the Division of Education and the Director of Teacher Education will make the final decision regarding removal. They will, in conjunction with the university supervisor, provide a written report to all parties.

Evaluation of the Candidate

The candidate's observations are essential elements in the evaluation process. These reports provide the candidate with feedback about progress during the Clinical Experience. If the university supervisor and the mentor teacher identify areas of concern, a plan will be developed and monitored for improvement and re-evaluation.

Observations/Evaluations

- There will be four visitations from the university supervisor(s) for all candidates.
- The lead supervisor is responsible for scheduling two (2) meetings with the mentor teacher and teacher candidate to review the CFAST scores and plan improvement goals.
- There will be a minimum of two (2) visits by a university supervisor with P-12 experience and two (2) visits by a university supervisor with content expertise. Having evaluations by at least two (2) different university supervisors will allow for interrater reliability.
- The supervising teacher or mentor teacher may request an additional visit during Phase IV to accurately evaluate the candidate's progress. If needed, the supervisor may also delegate another member of the content area department to observe and complete an evaluation form for substantiated assessment and contribute to certification recommendations.

P-12 experience is holding certification and having classroom experience in the applicable area.

Insurance

Health and Accident Insurance: Candidates must provide health and accident insurance. NWOSU encourages all candidates to carry personal insurance policies that protect them in the event of personal injury and damage to or theft of personal possessions. Candidates are to ensure personal health insurance is in effect and will cover them.

Liability Insurance: Candidates are encouraged to apply for membership to one of the many professional organizations that provide liability insurance for candidates. This insurance protects candidates as they participate in the P-12 schools during early and ongoing practice opportunities, pre-service field experiences, or Clinical Experiences. This coverage is meant to include only those situations in which candidates perform duties related to the professional training placement.

P-12 School Regulations

During Clinical Experiences, candidates are expected to comply with all local school regulations governing pupils and professional personnel at the school to which they are assigned. Candidates are required to check in and out of P-12 schools during Clinical Experiences. They must arrange to obtain a visitor's pass or whatever is required at that particular school. As representatives of NWOSU and the School of Education, all candidates must dress professionally and follow the dress code of the school where they are placed. At the beginning of the placement, candidates should ask their mentor teacher(s) or principal for a copy of local rules

and regulations. Candidates are required to comply with university and school regulations at all times. Failure to comply with regulations may result in removal from a Clinical Experience.

Substitute Teaching- Clinical Experience III/Student Teaching

Substitute teaching during the Clinical Experience will **not** occur except in unavoidable circumstances. Candidates are not to request payment for time spent completing student teaching or substituting during the school placement under any circumstances. It is inappropriate for candidates to be employed and compensated as substitutes while actively engaged in a learning experience that is being evaluated as part of a teacher preparation program.

Certification Background Checks

Background checks for Clinical Experience -

Candidates must complete a background check from CastleBranch – DISA Healthcare Technology before they are allowed to enter a school representing NWOSU.

<https://www.nwosu.edu/wp-content/uploads/2026/05/background-check-instructions.pdf>

All teacher education candidates must provide documentation of eligibility to participate in any required field experience to ensure children's safety. Background check documents are kept confidential in the Division of Education Office. The class contains a minimum of 480 + field experience hours.

Admission to and continuation in the Teacher Education Program are strictly contingent upon maintaining a clear criminal background check. The program reserves the right to deny admission or immediately dismiss any candidate who has been convicted of a felony or has pending or prior legal actions involving minors, as such circumstances are considered fundamentally incompatible with the professional, ethical, and legal standards required of teacher candidates. All candidates must remain in compliance with these standards throughout their enrollment to ensure the safety and integrity of the educational environment.

Background checks for Certification -

Background checks are necessary for Oklahoma educators, district personnel, and school support staff. These background checks are based on fingerprints processed through the Oklahoma State Bureau of Investigation and the Federal Bureau of Investigation. See the SDE website for more information. <https://oklahoma.gov/education/contact/teacher-recruitment-retention.html>

Application for Certification

Teacher certification in Oklahoma is issued by the Oklahoma State Department of Education (SDE) upon the recommendation of an approved EPP. To obtain a certificate in Oklahoma, candidates must complete the online application for initial certification. With the application, payment to the Oklahoma State Department of Education is sent for application processing.

Candidates are encouraged to complete fingerprinting and background checks during the final semester. The Oklahoma State Department of Education will not consider certification until a candidate's program is completed, all certification exams are successfully passed, and fingerprinting and background checks are completed.

See SDE website for more information. <https://oklahoma.gov/education/services/teacher-certification/teacher-certification-pathways/traditional-pathway.html>

Steps to Certification from NWOSU once your degree has been conferred.

Remember to check your student email for all notifications regarding graduation. You are responsible for informing the Registry Office when you have taken care of any "holds". A transcript cannot be printed for you until all holds are taken care of.

- Oklahoma State Department of Education (OSDE) fingerprinting information and appointment (cost is about \$60):

<https://oklahoma.gov/education/services/teacher-certification/background-checks-and-fingerprinting-information.html>

- At this site, scroll down to **Educator Credentialing System** to create your account with OSDE. All of your credentials (test, transcript, fingerprinting, teaching certificate) are housed here.

<https://oklahoma.gov/education/services/teacher-certification/educator-resources.html>

- The initial teaching certificate fee is \$50 for a five-year certificate. All Oklahoma certification tests must be passed, the Exit Interview and Transition Point 3 completed, before being eligible to be recommended for a teaching certificate.

NOTE - On your screen view, click on "Apply for College Recommendation"; then "Apply for Credential" to complete the process.

- Once processed, you will print your teaching certificate through your account or portal on the OSDE website. They do not send the certificates by postal mail.

Official Transcript Release Form: You are signing a release form for me to receive an official transcript from our Registry office. I will receive it approximately 2-3 weeks after semester ends.

Out-of-State certificates – Each state has their own requirements.

They may have a form that our office verifies your teacher education program.

All state departments of education require a copy of your

Oklahoma teaching certificate and official certification test scores.

Please notify our office when you have been hired for a teaching position

Appendix

A. Standards/ Course Correlation

InTASC Standards	2010 Educational Seminar	2013 Child/Adolescent Psychology	2103 Foundations of Education	3113 Students with Exceptionalities	3322 Educational Psychology	3422 Literacy Skills in Content Area	4122 Classroom Management & Behavior Intervention I	4221 Educational Technology	4231 Assessment Design	4320 Classroom Organization	3913 Principles & Methods of Teaching	4131 Classroom Management & Behavior Intervention II	4332 Assessment & Evaluation Applications	4821 Multicultural Education	4960 Clinical Experience III: Clinical Practice Experience
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.		X		X							X				X
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			X	X							X			X	X
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				X			X				X	X			X
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.						X					X				X
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.					X	X					X				X
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.									X		X		X		X
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.				X		X					X		X		X
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.				X		X		X			X				X
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.										X	X	X			X
10. Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.										X	X	X		X	X

B. Disposition Assessment Instructions

EVALUATION OF DISPOSITIONS OF UNDERGRADUATE TEACHER CANDIDATES NORTHWESTERN OKLAHOMA STATE UNIVERSITY

All evaluations of the Teacher Education Candidate's Disposition Forms are given equal consideration.

Only Faculty in which the teacher candidate is currently enrolled may complete disposition evaluations at Transition Points. If the current faculty members have previously completed a disposition evaluation, then the teacher candidate may go back one (1) semester.

The first Disposition Evaluation is a self-evaluation during EDUC 2103 Foundations of Education. The second Disposition Evaluation is completed by a faculty member of the teacher candidate's choice. After completing the disposition assessment, the faculty member will submit electronically. The first and second Disposition Evaluations coincide with **Transition Point I**. This disposition assessment will be viewed by the Teacher Education Interview Committee.

The third Disposition Evaluation is completed by a faculty member of the teacher candidate's choice. After completing the disposition evaluation, the faculty member will submit electronically. The third Disposition Evaluation will be part of **Transition Point II**.

The fourth Disposition Evaluation occurs during the Clinical Experience III: Student Teaching/Professional Semester. It is completed by the cooperating teacher. (Data from the fourth disposition will be used for program improvement purposes only and will be kept confidential and is submitted electronically.) This coincides with **Transition Point III**.

Additional Disposition Evaluations may occur at any time during a teacher candidate's education program. A transfer student who has already completed a comparable introductory education course at another institution will complete the required disposition evaluations at the time of submission of **Transition Point I**.

Data is collected and recorded for each teacher candidate, including the semester, year, and program.

PLAN OF IMPROVEMENT

Criteria

Step One: If a teacher candidate scores an **Unacceptable (1)** in any element in a category, a consultation with the faculty evaluator will occur. (Form should be printed, signed by both parties and dated and placed in the Teacher Candidate's file in the Education office)

Step Two: If the candidate receives **four Unacceptable (1)** scores in one disposition evaluation or all disposition evaluations combined, then he/she will write a plan of improvement to be submitted to the Chair of the Division of Education. Consultation(s) will occur to consider the appropriateness for the candidate to remain in the education field or to examine another career choice for the individual. A follow-up disposition evaluation will be conducted at the end of the semester. A candidate may be dismissed from the program if his/her

dispositions are not compatible with the dispositions required for an effective teacher. If dismissal from the program is warranted, a formal letter will be sent to the candidate, and a copy filed in their education folder maintained in the Education Office (EC205).

The Teacher Education Program is committed to preparing educators who are not only academically prepared but who also demonstrate the professional dispositions necessary to serve all students effectively and ethically.

Candidates are expected to consistently exhibit the following dispositions:

- **Integrity** – Demonstrating honesty and transparency in all professional and academic matters
- **Respect** – Valuing the dignity, diversity, and individuality of all students, families, and colleagues
- **Responsibility** – Taking ownership of professional conduct and its impact on the learning environment
- **Commitment to Student Safety** – Prioritizing the physical, emotional, and academic well-being of all learners
- **Professional Ethics** – Adhering to the ethical standards set forth by the Oklahoma State Department of Education and the educator code of conduct

Failure to demonstrate these dispositions, as evidenced by academic misconduct, unprofessional behavior, a felony conviction, or any legal action involving minors, will be grounds for a formal dispositional review. Based on the outcome of such a review, consequences may include a remediation plan, probationary status, or dismissal from the Teacher Education Program. Candidates dismissed on dispositional grounds may also be deemed ineligible for state teacher certification.

C. Disposition Evaluation

NORTHWESTERN OKLAHOMA STATE UNIVERSITY

School of Education | Teacher Candidate Disposition Review

Aligned with InTASC Standards & CAEP Accreditation Standards

Candidate Information

Candidate Name: _____	Student ID: _____	Program / Certification Area: _____	Date: _____
Evaluator Name: _____	Evaluator Role: _____	Clinical Experience / Course: _____	Semester / Year: _____

Rating Scale

4 – Exemplary – Exceeds expectations at all times; demonstrates exceptional commitment; serves as a model for peers.	3 – Proficient – Meets expectations at all times; demonstrates competency appropriate for the stage of professional development.	2 – Developing – Meets expectations in an inconsistent manner; demonstrates awareness but requires continued support and coaching.	1 – Unsatisfactory – Does not meet expectations; significant growth required; may require formal remediation or intervention plan.
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Instructions for Evaluators:

Only the faculty in which the teacher candidate is currently enrolled may complete disposition evaluations at Transition Points. If the current faculty member has previously completed a disposition evaluation, the teacher candidate may go back one (1) semester.

Rate each indicator using the 1–4 scale below. Select the descriptor that best reflects the candidate's consistent pattern of behavior, not isolated incidents. Record the score in the far-right column.

4 - Exemplary	3 - Proficient	2 - Developing	1 - Unsatisfactory	Score
Section I: Demonstrates Professionalism When Working with Others InTASC: Standard 9 (Professional Learning & Ethical Practice) CAEP: 1.3, 3.3				
Disposition Indicator: Exhibits integrity, honesty, and ethical behavior in all academic and professional endeavors [<i>InTASC 9J, 9K</i> <i>CAEP 1.3, 3.3</i>]				
Models integrity and ethical conduct; upholds professional standards and holds peers to the same; attends class with complete preparation; maintains strict adherence to all professional boundaries; exercises exceptional discretion with confidential information; evaluates and corrects the impact of own actions on others without delay.	Demonstrates honest and ethical behavior; attends class prepared; maintains appropriate professional boundaries with students, colleagues, and faculty; treats others with consistent respect; adheres to academic policies; uses discretion with sensitive information; reflects on and adjusts actions when they affect others in a negative manner.	In most cases, behaves in an ethical manner but inconsistently; at times, is unprepared or engages in minor boundary lapses; treats others with basic respect but may need reminders; sometimes avoids inappropriate conversations but is not dependable; shows limited reflection on the impact of one's own actions.	Demonstrates dishonest or unethical behavior; unprepared on a regular basis; violates professional boundaries or academic policies; disrespectful toward others; shares confidential information in an inappropriate manner; does not reflect on or modify behavior that affects others in a negative manner.	—
Section II: Demonstrates Growth, Initiative, and Professional Presence InTASC: Standard 9 (Professional Learning & Ethical Practice) CAEP: 1.1, 1.3, 3.3, 5.3				
Disposition Indicator: Demonstrates intellectual curiosity and enthusiasm for their content area [<i>InTASC 9A, 9C</i> <i>CAEP 1.1, 1.3</i>]				
Pursues deep understanding of content with passion; explores connections beyond coursework without prompting; exceeds minimum expectations at all times; inspires enthusiasm in peers; seeks out enrichment opportunities in the field on a regular basis.	Shows genuine enthusiasm for content; puts forth best efforts on assignments; often exceeds minimum expectations; engages in a meaningful way with new ideas and perspectives in their field.	Shows occasional enthusiasm, but engagement is inconsistent; meets minimum expectations most of the time; limited initiative in exploring content beyond what is required.	Demonstrates little or no enthusiasm for content or teaching; meets only the minimum or falls below expectations as a habit; invests little effort beyond what is required.	—
Disposition Indicator: Demonstrates resilience, persistence, and a growth mindset when facing academic or professional challenges [<i>InTASC 9B, 9D, 9G</i> <i>CAEP 1.3, 3.3</i>]				

4 - Exemplary	3 - Proficient	2 - Developing	1 - Unsatisfactory	Score
Seeks constructive criticism and translates feedback into measurable improvement; accepts diverse viewpoints with ease; engages in deep self-reflection; demonstrates exceptional flexibility in adapting to new situations; models a growth mindset for peers.	Accepts constructive criticism and adjusts performance in response; willing to consider other points of view; remains respectful when disagreeing; engages in self-evaluation and reflection; demonstrates flexibility when circumstances change.	Accepts feedback but struggles to implement changes; at times resistant to alternate viewpoints; limited self-reflection; shows some flexibility but needs encouragement to adapt.	Rejects or ignores constructive criticism; dismisses other viewpoints; seldom reflects on own performance; inflexible; becomes defensive when faced with academic or professional challenges.	—
Disposition Indicator: Models professional appearance, demeanor, and digital presence appropriate for the teaching profession [<i>InTASC 9I</i> <i>CAEP 3.3</i>]				
Consistently presents in professional attire for all school settings; impeccable personal hygiene and grooming; maintains an exemplary digital presence that could serve as a model for the profession.	Dresses in clean, neat, professional attire while in public school settings; demonstrates clean personal habits and hygiene; digital presence is appropriate and professional.	At times dresses in an inappropriate manner for the professional context or requires reminders; maintains hygiene in most cases but without consistency; digital presence needs improvement.	Often appears in inappropriate attire for the school setting; hygiene concerns noted; digital presence is unprofessional or potentially harmful to the teaching profession.	—
Disposition Indicator: Assumes personal responsibility for their own learning, professional development, and progress in the program [<i>InTASC 9E, 9F</i> <i>CAEP 1.3, 3.3</i>]				
Identifies areas for growth and seeks targeted support without prompting; takes full ownership of successes and shortcomings; takes initiative in professional development activities beyond program requirements on a consistent basis.	Takes responsibility for own actions and outcomes; recognizes own weaknesses and seeks appropriate support; follows through on professional development requirements and program expectations.	Acknowledges responsibility when prompted but does not follow through with consistency; recognizes weaknesses only when pointed out by others; minimal engagement in professional development beyond what is required.	Blames others for poor outcomes; unwilling to acknowledge weaknesses or seek support; avoids professional development activities; does not take ownership of learning or program progress.	—
Section III: Demonstrates an Understanding of Diversity InTASC: Standard 2 (Learning Differences), Standard 3 (Learning Environments) CAEP: 1.3, 2.1				
Disposition Indicator: Demonstrates flexibility and a willingness to adapt to diverse school settings and student populations [<i>InTASC 2A, 2B</i> <i>CAEP 1.3, 2.1</i>]				

4 - Exemplary	3 - Proficient	2 - Developing	1 - Unsatisfactory	Score
Champions inclusive practices; demonstrates sophisticated understanding of diverse groups; adjusts approach for diverse learners without prompting; advocates for equity in all settings.	Demonstrates a consistent commitment to understanding and teaching diverse groups; adapts instructional approaches and behavior to meet diverse needs; engages with respect and care with students and communities from varied backgrounds.	Shows awareness of diversity but adapts practice without consistency; may engage with some diverse groups with more ease than others; requires prompting to consider diverse perspectives or needs.	Limited awareness of or commitment to diversity; fails to adapt practice for diverse learners; does not engage meaningfully with diverse school communities.	—
Disposition Indicator: Builds collaborative, safe, and respectful relationships with faculty, mentor teachers, school staff, and peers appropriate for the teaching profession [<i>InTASC 3A, 3C CAEP 1.3, 2.1</i>]				
Builds strong, collaborative relationships across all stakeholders; creates and sustains inclusive, psychologically safe environments; demonstrates exceptional interpersonal skills; serves as a positive presence for the entire school community.	Collaborates in an effective manner with mentor teachers, school staff, and peers; works to create a positive and safe learning environment; demonstrates understanding of how collaboration supports student learning; maintains professional and respectful interactions.	Forms basic working relationships but collaboration is limited; needs prompting to engage across a wider range of the school community; some difficulty navigating professional relationships with staff or peers.	Resistant to collaboration; fails to develop professional relationships with mentor teachers, staff, or peers; contributes to a negative or unsafe environment; interactions are unprofessional or disrespectful.	—
Section IV: Demonstrates Effective Communication and Professionalism Skills InTASC: Standard 10 (Leadership & Collaboration) CAEP: 1.3, 3.3				
Disposition Indicator: Displays strong oral and written communication skills appropriate for professional settings in a timely manner [<i>InTASC 10E, 10F CAEP 1.3, 3.3</i>]				
Communicates with exceptional clarity and professionalism in all oral, written, and presentation contexts; writing is free of grammatical and mechanical errors; responds to emails well within 24 hours; submits all assignments before deadlines.	Uses effective oral and written communication; demonstrates proficiency with grammar, spelling, and punctuation; communicates ideas with clarity in presentations; turns in assignments on time; responds to	Communication is understandable in most cases but contains noticeable errors; presentations lack clarity; at times late submitting assignments or responding to correspondence; needs reminders about professional communication standards.	Oral or written communication is unclear, unprofessional, or contains frequent errors; fails to submit assignments on time; does not respond to correspondence within expected timeframes on a	—

4 - Exemplary	3 - Proficient	2 - Developing	1 - Unsatisfactory	Score
	emails and correspondence within 24 to 48 hours.		regular basis; presentations are ineffective.	
Disposition Indicator: Recognizes the importance of interdisciplinary connections and real-world application of content [<i>InTASC 10A, 10C CAEP 1.1, 1.3</i>]				
Pursues and creates interdisciplinary connections; takes maximum advantage of professional opportunities; participates in leadership roles in professional organizations; applies content to authentic real-world contexts.	Takes advantage of available professional opportunities; participates in professional organizations; recognizes and articulates connections between content areas and real-world applications; engages in professional learning communities.	Shows some awareness of interdisciplinary connections but seldom acts on them; participates in professional organizations only when required; limited engagement with professional opportunities beyond coursework.	Does not recognize or pursue interdisciplinary connections; avoids professional opportunities and organizational participation; has no demonstrated connection between content and real-world application.	—
				—

Evaluator Comments and Recommendations
Strengths:
Areas for Growth:

Evaluator Comments and Recommendations

Other Concern (Outside disposition categories)

Required Actions / Plan for Remediation (if applicable):

Evaluator Signature: _____ Date: _____ Candidate Signature: _____
Date: _____

By signing, the candidate acknowledges receipt of this review and an opportunity to respond. Signature does not indicate agreement.

D. Release Form for the use of photos, videos and student work

Dear Parent/Guardian:

I am a Northwestern Oklahoma State University candidate. As part of program requirements, I am involved in-field experience in your child's classroom.

To show evidence of my competence and professional growth, I may use photos, recordings, and/or classwork from this classroom experience. The photographs and recordings would only be used to demonstrate my growth and progress. It does not focus on students in this classroom.

All materials will be kept confidential and only be used as part of the required signature assessments. The signature assessments will be reviewed by faculty at NWOSU, by the Oklahoma State Office of Educational Quality and Accountability, national, or state review teams for the purposes of accreditation.

Sincerely,

Candidate Name: _____

School/Teacher: _____

As a parent or guardian, of the above-named student:

- ☐ I give my permission to include a duplicate of my child's work, image in a photograph or on a video. **No student name will appear with any materials that are submitted.**
- ☐ I do not give permission for this information about my child to be used for signature assessment documentation.

Signature of parent/guardian: _____

Date _____

E. Plan of Improvement Form

If any portion of the professional folder at Transition Point III earns a rating of unacceptable, a Plan of Improvement will be implemented.

Candidate's Name _____

Today's Date _____

Date/Time/Place for Follow-up Assessment _____
(This date will be between one to four weeks, following the initial evaluation.)

Area Requiring Improvement Suggestions for Improvement

Committee Chair Signature _____

Teacher Candidate's Signature _____

(Candidate's signature reflects reception of this document, but not necessarily agreement with it.)

FOLLOW-UP ASSESSMENT

Committee Chair Signature/Date _____

Candidate's Signature/Date _____

One copy to candidate, one copy to candidate's file in Teacher Education Office, one copy to candidate's committee chair.

F. Lesson Plan Template

LESSON PLAN

Subject/Grade _____ Initials _____ Date _____

I. P-12 Standards:

II. Learning Goals:

III. Assessment of Student Achievement:

IV. Resources: (Materials, Technology, References)

V. Vocabulary:

VI. Planning and Instructional Procedures:

A. Introduction/Motivation: Time _____

B. Exploration/ Demonstration/Explanation of Concepts: Time _____

C. Guided Individual or Cooperative Involvement: Time _____

D. Closure: Time _____

VII. Differentiation for Student Diversity and Individual Needs:

VIII. Reflective Evaluation of Lesson (Teacher Candidate):

Lesson Plan Description

- I. **P-12 Standards:**
 - Lesson plans are aligned with P-12 state academic standards.
 - Standards are found on the Oklahoma State Department website:
<https://oklahoma.gov/education/services/standards-learning/oklahoma-academic-standards.html> (InTASC 1) (CAEP 1.4)
- II. **Learning goals:**
 - Lesson goals must be aligned with P-12 state academic standards, they must be measurable, and they must be assessed. (InTASC 7)
- III. **Assessment of Learning Goals:**
 - Candidate provides an assessment that measures the learning goals listed in II. The assessment (pre-assessment, formative, or summative) needs to be able to provide data that measures student achievement of the learning goals; it needs to guide instruction, and feedback for the assessment must be given to students. The assessment must be accompanied by a grading scale and/or rubric.
 - Assessments may take the form of conferences, journals, designing projects (individually or in groups), oral discussions, checklists, individual or team interviews, oral presentations, descriptive reports, writing prompts, self-assessments, role-playing, surveys, charts, plays, and tests, etc. (InTASC 6)
- IV. **Resources:**
 - All resources used in planning the lesson must be referenced.
 - a. **Materials, References:** List all materials used and reference resources.
 - b. **Technology:** Document all types of technology used to enhance a lesson. (the application of electronic and other media to facilitate (1) development,
 - c. delivery, and assessment of instruction, (2) problem solving, (3) personal and
 - d. professional productivity, (4) the administration of programs, and (5) access to and the exchange of information.) (InTASC 9) (CAEP 1.5)
- V. **Vocabulary:**
 - List and define all vocabulary introduced. Vocabulary should be integrated into the lesson as words become applicable and addressed several times as the candidate or students apply them in models, demonstrations, illustrations, etc. (InTASC 4)
- VI. **Planning and Instruction Procedures:**
 - a. **Introduction/Motivation:** Creates anticipation and enthusiasm for the lesson to be taught by capturing student attention in creative ways. Motivation may take the form of brainstorming, an open-ended question, discussion, exploration, pictures, problem-solving activities, objects to manipulate, children's literature, a video, etc. Motivating techniques create student desire to be involved in learning. As the

candidate guides participation in these activities, he/she is engaged in the evaluation of prior knowledge. **(InTASC 3)**

- b. **Exploration/ Demonstration/Explanation of Concepts:** The lesson concepts are modeled and explained by the candidate through an explanation that incorporates demonstration with the use of experiments, the manipulation of objects, plays, technology, etc. This demonstration may be followed by an opportunity for students to explore hands-on materials as a way of discovering concepts and skills or by reinforcing those already learned. This section should include a sequential list, an elaboration of the variety of teaching activities, and candidate-directed questions that initiate an understanding of the concept or skill. **(InTASC 4)**
- c. **Guided Individual or Cooperative Involvement:** Activities for student involvement should apply, extend, or enrich the concepts presented. Through these activities, the students may practice skills and concept acquisition. Students may work as individuals or in small, cooperative groups as is appropriate for the activity. Activities may include experiments, games, problem-solving, projects, integration of subject matter, discussion questions, research, worksheets, etc. As the candidate monitors activity participation, he/she is assessing student understanding. Based on this assessment, the candidate can evaluate the need for re-teaching for individuals or groups, and determine whether to extend or provide enrichment activities, as well as make other curricular decisions. **(InTASC 5)**
- d. **Closure:** Lesson is brought to a close by the use of developmentally-appropriate activities, including guiding questions or grand discussions of student experience and learning during the lesson. Closing activities should allow the candidate to informally assess whether learning goals have been met. **(InTASC 4)**

VII. Differentiation for Student Diversity and Individual Needs:

- Student diversity and individual needs are identified in the classroom. Candidate has designed a plan to meet the individual needs of each of the identified student to ensure individual success. **(InTASC 2)**

VIII. Reflective Evaluation of Lesson (Candidate):

- Upon lesson closure, the candidate reflects upon the lesson format and content with regard to its level of difficulty, student enjoyment, time management, and the interpersonal relationships that affected the lesson positively or negatively.
- The candidate should address the following questions in the reflection: **(InTASC 9)**
 - What were the successful aspects of the lesson plan?
 - How was student engagement, discussion, collaboration, etc.?
 - What were the instructional challenges of the lessons?
 - Were the learning goals measured in the assessment? What instructional decisions and student feedback could be made because of the assessment? Does the data provide evidence of student achievement? **(InTASC 6)**
 - What would be done differently if the lesson were taught again? (lesson sequence, effectiveness, management, timing) **(CAEP 1.2)**

- Did the use of technology engage and improve P-12 learning experiences and enrich professional practice? (CAEP1.5)
- What area of content pedagogical knowledge do you feel you need additional development? (CAEP 1.2)

Rubric for Lesson Plan	Target (5 pts)	Acceptable (4 pts)	Unacceptable (1 pt.)
I. P-12 Academic standards: (InTASC 1) (5 pts)	Subject matter content is aligned with P-12 academic standards and is appropriate for grade level lesson plans.	Subject matter content is accurate and appropriate for grade level, but it is not aligned with P-12 standards.	Partial or inaccurate understanding of objectives and/or grade level appropriateness.
II. Learning Goals: (InTASC 7) (5 pts)	Learning goals are aligned with P-12 standards, are measurable, and are appropriate for grade level.	Learning goals are measurable and appropriate for grade level.	Learning goals are not measurable.
III. Assessment of Learning Goals (InTASC 6) (20 pts)	Formal and/or informal assessment(s) are aligned with ALL learning goals and instruction and a grading scale and/or rubrics are provided.	Formal assessment is aligned with some learning goals and instruction and a grading scale and/or rubrics are provided.	Partial or no evidence of assessment that is congruent with learning goals and instruction.
IV. Resources: A. Materials & References (InTASC 7) (5 pts)	A detailed list of materials needed for the lesson is included in plans. - References documented	A vague list of materials needed for the lesson is included in plans. - References documented	A partial or inaccurate list of materials is included in plans. - No references listed
IV. Resources: B. Technology (InTASC 8) (CAEP 1.5) (5pts)	Technology is used to enhance student learning and engagement.	Technology is used.	Technology is not used in this lesson.

Rubric for Lesson Plan	Target (5 pts)	Acceptable (4 pts)	Unacceptable (1 pt.)
V. Vocabulary (InTASC4) (5pts)	A detailed list of appropriate vocabulary terms with definitions are included for plans.	A generic list of vocabulary words is included with the lesson.	Partial or inaccurate vocabulary is listed.
VI. Planning and Instructional Procedures: A. Introduction / Motivation (InTASC 3)(5pts)	Introduction is based on the content of the lesson to create anticipation and enthusiasm for the lesson content.	Introductions are used to create motivation and enthusiasm for lesson content.	Partial or no evidence of creating motivation.
VI. Planning and Instructional Procedures: B. Exploration / Demonstration / Explanation of Concepts (InTASC 4) (10pts)	Plans include a sequential order of introducing content, as well as a variety of teaching activities and teacher-directed questions that use academic language and are used for initiating an understanding of the concept or skill. Plan includes real world applications.	Plans include a sequential order to best introduce the content. Academic language is used along with a variety of teaching activities and teacher-directed questions that are used for initiating an understanding of the concept or skill.	Partial or no evidence of activities/questions to initiate understanding.
VI. Planning and Instructional Procedures: C. Guided Individual / Independent / Cooperative Involvement (InTASC 5)(10 pts)	Activities for working individually or in small groups are provided, and they extend and reinforce the content taught. The teacher makes curricular decisions based on his/her evaluation of the activity.	Activities for working individually or in small groups are provided to apply, extend, or enrich the concepts taught. Partial evidence that the teacher makes curricular decisions based on his/her evaluation of activity.	Partial or no evidence of activities for student involvement.

Rubric for Lesson Plan	Target (5 pts)	Acceptable (4 pts)	Unacceptable (1 pt.)
VI. Planning and Instructional Procedures: Closure (InTASC 4) (5pts)	Lesson closure is initiated using developmentally appropriate activities, academic vocabulary or questioning. Activities should allow candidate to informally assess learning and/or clarify any misconceptions.	Lesson closure is initiated using developmentally appropriate activities, questioning. Activities should allow candidate to informally assess learning.	Lesson closure included teacher summary only, no participation and/or discussion by students. Partial or no evidence of lesson drawn to close.
VII. Differentiation for Student Diversity and Individual Needs (InTASC 2) (10pts)	Instruction is individualized and differentiated based on needs of ALL STUDENTS. All students are included in instruction and activities. Specific changes are made for individual students to enhance learning.	Instruction is individualized and differentiated based on needs of ALL STUDENTS.	Partial or no evidence of differentiation is made to address the needs of students.
VIII. Reflective Evaluation of Lesson (InTASC 9) (15 pts)	Reflection considers lesson format and content in terms of difficulty level, enjoyment, time management, and interpersonal relationships that affected the lesson positively or negatively. The candidate provides specific examples.	Reflection considers the lesson format and content with regard to its level of difficulty, enjoyment, time management, and the interpersonal relationships that affected the lesson positively or negatively.	Partial or no evidence of reflection of lesson.

G. Castlebranch Background Check



Order instructions for:

Northwestern Oklahoma State University - Education and CastleBranch – one of the top ten background screening and compliance management companies in the nation – have partnered to make your onboarding process as easy as possible. Here, you will begin the process of establishing an account and starting your order. Along the way, you will find more detailed instructions on how to complete the specific information requested by your organization. Once the requirements have been fulfilled, the results will be submitted on your behalf.

1. Go to: <https://portal.castlebranch.com/nb88>
2. Select: **Package selection**
3. Click on the + sign next to **Please Select**
4. Choose either: NB88: Background Check (39.00)
NB88re: Background Check (recheck) (17.00)
5. Follow the directions listed on the page.

Order Summary

- Payment Information
- Your payment options include Visa, MasterCard, Discover, Debit, electronic check, and money orders. Note: Use of electronic check or money order will delay order processing until payment is received.

Accessing Your Account

To access your account, log in using the email address you provided and the password you created during order placement. Your administrator will have their own secure portal to view your compliance status and results. (SAVE THIS INFORMATION)

Contact Us

For additional assistance, please contact the Service Desk at 888-723-4263 or visit <https://mycb.castlebranch.com/help> for further information.

Glossary

Academic Content Language - Abstract concepts, ideas, and higher-order thinking processes associated with a specific content area or discipline. Vocabulary, grammar, instruction, and assessment strategies are used to highlight the particular language of the content area or discipline and are used in the classroom, in curricular materials, and in presentations.

Adaptations - The changes made by a teacher candidate to a lesson or assessment components, usually to the lesson or test form, that allows students to participate in the lesson or the assessment. For example, adaptations can include the use of different or additional resources, assistance from another student or adult or additional time.

Adequate Yearly Progress (AYP) - The federal No Child Left Behind Act of 2001 (NCLB) requires all schools, districts/local education agencies, and states to show that students are making Adequate Yearly Progress (AYP). The law requires a set target for all students and student subgroups to meet in a progressive nature that is intended to result in all students scoring at or above the proficient level on the state's assessment.

Assessment - A process of observing, monitoring, measuring, analyzing, evaluating, documenting, and reflecting for the purpose of adjusting teaching to impact learning, resulting in improved performance.

Formative assessment - A process for gathering evidence of student learning where that evidence is actually used to adapt the teaching to meet the learning needs.

Summative assessment - A process for evaluating student learning at the culmination of a specific body of learning or a given period of time to determine whether the intended learning goals have been met.

Formal assessment - A process for gathering evidence of student learning to make general instructional decisions using a standardized, published test or instrument that includes specific procedures for administration and interpretation.

Informal assessment - A process for gathering evidence of student learning to make general instructional decisions using casual, informal techniques that do not require specified procedures for administration and interpretation.

Assessment technique - Methods of eliciting evidence of intended student learning.

Assessment tool - An instrument used to measure intended student learning formally or informally.

Baseline data - Initial data used to monitor changes or the improvement in an individual or group performance.

Behavior management - The structure and organization of a classroom, including the procedures, rules, and expectations that create a positive learning environment and allow the teacher candidate to best meet the needs of all students.

Council for Accreditation of Educator Preparation (CAEP) - A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher

Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013.

Candidate – An individual engaged in the preparation of the process for professional educator licensure/certification endorsement.

Candidate File- This is a file maintained in the teacher education office (EC205). It houses testing scores, disposition forms, differed letters, admission letters, and other information pertaining to the candidate.

Certification - The process by which a governmental agency or nongovernmental organization grants professional recognition to an individual who meets specified qualifications/requirements.

Classroom assignment - The placement of the teacher candidate in a specific classroom (i.e., grade level and subject area).

Classroom demographics - The makeup of a classroom in terms of the diversity of the students.

Classroom management - The wide variety of skills and techniques that teacher candidates use to keep students organized, orderly, focused, attentive, on task, and academically productive.

Clinical Experience – Student teaching or Clinical Experience opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators in a P-12 setting.

Completer – Any candidate who exited a preparation program by successfully satisfying the requirements of the educator preparation provider (EPP).

Content area - An academic discipline, such as English language arts, mathematics, science, or history/social studies.

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

Critical Thinking - An intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. This includes seeing both sides of an issue, being open to new evidence that disconfirms one's ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, and solving problems.

Cross-cutting themes- Overarching emphases on diversity and technology that are threaded throughout the standards and reflect the Commission's perspective that they need to be integrated throughout preparation experiences.

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

Data - The information, facts, and statistics gathered to measure student learning. This information may include both quantitative and qualitative findings (e.g., anecdotal notes).

Differentiation - Different or altered learning activities employed by the teacher candidate within a lesson to meet the different needs or learning styles of specific students, allowing them to process constructs or make sense of concepts and ideas.

Dispositions – The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, P.6)

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

Educator Preparation Provider (EPP) - The entity responsible for the preparation of educators, including a nonprofit or for-profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.

English-Language Learner (ELL or EL) - A student who uses a primary language other than English and who are developing proficiency in English.

Ethics- The moral principles that govern a person’s or group’s behaviors.

Evidence of learning - The data gathered through formal and informal assessment strategies that demonstrate student progress toward the learning goals.

Feedback Information - given to a student about how he or she is doing in reference to a learning goal. Effective feedback is goal-referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely, ongoing, and consistent.

Field Experiences - Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions.

Focus students - Selected students who allow a teacher candidate to demonstrate his or her ability to collect information, plan instruction and assessment, make adaptations, and reflect. This includes a range of students with different learning needs.

Higher-order thinking - Critical, reasonable, reflective thinking that focuses on deciding what to believe or do by questioning assumptions and using a process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.

Individualized Education Program (IEP) - A plan created in accordance with the law to guarantee that a child who has a disability receives specialized instruction and related services.

Instructional strategies - The approaches used by the teacher candidate in the classroom to best meet the learning goals and needs of the students.

Clinical Experience - Full-time or part-time supervised clinical practice experience in P-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions.

Learning activities - The design of the learning environment and the experiences provided to students that support and facilitate student learning.

Learning goals - The intended learning that students should master, based on standards and curriculum, as a result of instruction.

Learning Outcomes - Statements that describe the learning that students have accomplished and can reliably demonstrate. Learning outcomes may include knowledge, skills, and dispositions and are more specific than goals.

Learning Styles - The various approaches or methods through which learning can occur that are particular to an individual and are presumed to allow that individual to learn best. The three most widely recognized categories of learning styles are visual, auditory, and kinesthetic.

Mentor Teacher - All educator preparation provider (EPP) and P-12 school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the Clinical Experiences.

Modifications - The small changes made to instruction or assessment by a teacher candidate to facilitate learning for specific students' needs (e.g., moving a student to the front of the room; giving more time to complete a task; having a student answer fewer questions on a test).

Multiple Intelligences - A theory that intelligence encompasses a range of functions and abilities (Gardner, 1983). By recognizing that intelligence can manifest through abilities or agilities other than those of a cognitive nature, teacher candidates can adapt their teaching styles and learning activities to better engage and motivate learners (i.e., verbal-linguistic, mathematical-logical, musical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist, and existential learners).

Pedagogical Content Knowledge - A core part of content knowledge for teaching that includes: core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks; deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities.

Performance Level - The ability of students (groups or individuals) to demonstrate evidence of learning.

Performance Task - An authentic assessment that allows a teacher candidate to apply his or her knowledge and skills. The teacher candidate is able to show a wide range of knowledge and skills through this type of assessment.

Posttest – a test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program.

Pretest – A preliminary test administered to determine a student's baseline knowledge or preparedness for an educational experience or course of study.

Prior knowledge - Students' preexisting knowledge, skills, beliefs, and attitudes, which influence how they attend to, interpret, and organize incoming information.

Professional Folder – used by teacher candidates to house their InTASC aligned assessments, this is checked at each Transition Point to ensure candidate continues to meet requirements in the Teacher Education Program.

Rationale - The underlying principle or justification for a decision that is made. A rationale should relate to the teaching and learning context as described by the teacher candidate.

Reflection - An analysis of teaching by the teacher candidate that notes which students successfully learned the content and which students did not, what the impact of the teaching practice was, and how the teacher candidate might change the teaching practice to attend to future student needs. Reflection includes thinking about pedagogy, student characteristics, and outcomes. It involves using data to review instructional decisions and improve teaching strategies and learning outcomes. Reflective practice is the capacity to reflect on or review specific incidents of practice as a way of engaging in continuous learning for the purpose of increasing overall teaching effectiveness and student learning.

Research-based instructional strategies - Approaches that are grounded in recent, quality research and used by the teacher candidate in the classroom to meet the learning needs of the students and improve achievement.

Resources - The tools used to provide additional support to meet the learning goal(s) and needs of the students.

Rubric - Written criteria for evaluating a performance that indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the degree of success on a teacher candidate's assessment.

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

Standards - InTASC Model Core Teaching Standards: These standards articulate expectations of performance for professional educators. The standards are based on theories of teaching and learning and share the expectation that educators will continuously acquire new academic achievement for all students. They are based on a developmental sequence that defines a professional continuum that illustrates how educators' knowledge and skills mature and strengthen throughout their career. Professional teachers and leaders are expected to exercise good professional judgment and use the standards to inform and improve their own practices.

Student - A learner in a P-12 school setting or other structured learning environment but not a learner in an educator preparation program.

Student engagement - A psychological investment by the students in learning that goes beyond earning formal indicators of success to incorporating and internalizing content and understanding. Engaged students typically appear willing, interested, and involved and gain satisfaction from their accomplishments.

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

Teacher candidate - An individual enrolled in a program at the baccalaureate or post-baccalaureate level leading to initial licensure/certification as a classroom teacher.

Technology - The tools and techniques available through computers, the Internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) for instruction and the input, storing,

processing, and analyzing of data in quality assurance systems. Educator candidates should be able to demonstrate that they use technology to work effectively with students to support student learning.

Transition Points – These are different times throughout the teacher education program which serve as a gatekeeper to ensure students are meeting and maintaining the requirements of the teacher education program. There are three (3) transition points; entrance to the program, entrance into the professional semester and exiting the program at graduation.