

WSAO

Teacher Education

Handbook



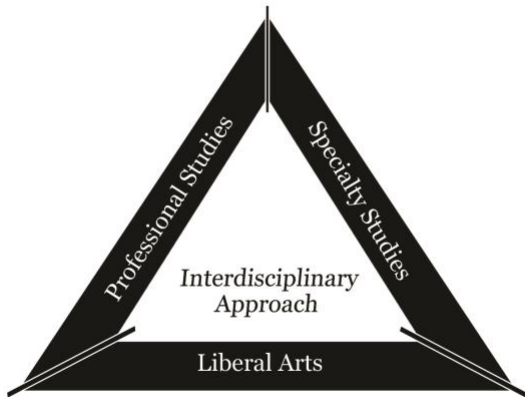
**University of Science and Arts of Oklahoma
2020-21**

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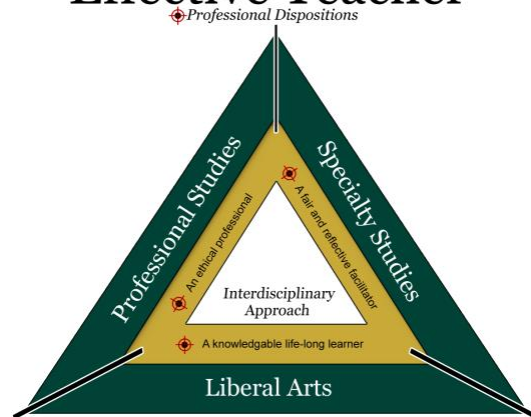
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Effective Teacher



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THE TEACHER EDUCATION PROGRAM

Introduction

The Teacher Education Handbook is designed to provide prospective candidates, candidates, and faculty members information about the Teacher Education Program. It should be pointed out that requirements and policies in the current handbook are subject to change; therefore, it is the candidate's responsibility to keep up with such changes that are posted on bulletin boards, announced in classes, or posted on the USAO Education webpage. Hopefully, this handbook will assist you in completing a certification program.

The University of Science and Arts of Oklahoma (USAO), in accordance with the regulations set forth by the Office for Educational Quality and Accountability, and the Oklahoma State Regents for Higher Education, has developed certification programs for the preparation of teachers at both the elementary and secondary levels. The approved programs which lead to teacher certification are in the areas of: art, deaf education, early childhood education, elementary education, English, mathematics, music (instrumental and/or vocal), physical education, science, and social studies. (See Exhibit A)

The University of Science and Arts of Oklahoma, realizing the need for excellent teachers in our schools, continually works to improve its Teacher Education Program. It is vital to the welfare of students at all educational levels that we prepare ethical, effective, informed, and reflective teachers who are capable of innovative, independent practice and continued professional growth. To achieve this mission, the USAO Teacher Education Program employs an integrated, three-part conceptual framework to prepare future teachers for tomorrow's classrooms. This model integrates competencies in three areas: 1) liberal arts; 2) field of specialization; and 3) professional education incorporating research about effective teaching.

The first component of the conceptual framework consists of the 46-48 hour (with one-hour foundation of science lab) interdisciplinary liberal arts curriculum. This unique general education curriculum is infused into each student's academic experience and integrated with career preparation. Requiring preservice teachers to acquire a liberal arts education with an interdisciplinary approach is consistent with the USAO mission and sound pedagogy.

An interdisciplinary understanding is enhanced through the second component of the conceptual framework. This component requires each student to develop competency in a specialty area through intensive study in that field. State and learned society guidelines provide the basis for specialty area competencies.

The third component of the conceptual framework is guided by an extensive body of research that identifies the processes and characteristics constituting effective schools, teachers, and instruction. Collectively, the effective teacher research confirms for educators that: (a) students' schooling achievement is profoundly influenced by the kinds of learning experiences provided by the home and schools; and (b) differences in student achievement correspond to differences in classroom management, processes, and instruction. It is from this body of research that the Oklahoma State Department of Education has identified the Oklahoma General Competencies for Teacher Licensure and Certification, Interstate New Teachers Assessment and Support Consortium (InTASC) and adopted the Teacher and Leader Effectiveness (TLE) model used by Oklahoma administrators to evaluate all classroom teachers in Oklahoma. Therefore, to become successful classroom teachers, it is imperative that preservice teachers be able to understand, exemplify, and implement these research findings.

Program Mission and Goals

The mission of USAO's Teacher Education Program is to produce ethical, effective, informed and reflective teachers, who are capable of innovative, independent practice and continued professional growth. To fulfill this mission, the Teacher Education Program has been designed to accomplish the following goals:

1. to help the candidate establish a firm base of skills in human relations, teaching, and knowledge of subject matter, as well as the ability to relate these skills and knowledge to other areas of endeavor;
2. to provide opportunities for the candidate to synthesize, apply, and extend knowledge and problem-solving abilities in the areas of general education, professional education, and a specialized subject matter field to the teaching and learning process;
3. to facilitate the development of the candidate's personal maturity, cultural sensitivity, critical reflection, and leadership for coping with contemporary and future societal demands;
4. to develop the candidate's understanding, appreciation, and respect for the educational process, as well as his/her belief in practice of the democratic process, and the potential for all students to learn;
5. to teach the candidate to use the English language effectively and efficiently;
6. to continue the candidate's growth in personal-social characteristics which contribute to the development of a highly competent, ethical, and professional educator;
7. to enable the candidate to sense, conceptualize, describe, explain, and accurately predict the interaction of influencing variables in the professional world of teaching and learning;
8. to provide the candidate with experiences which will enable him/her to develop into a skillful, creative teacher capable of assuming the full responsibility for the direction of a learning environment; and
9. to prepare the candidate to obtain Oklahoma licensure and teacher certification.

These overarching goals are related directly to the goals of the three components of the Teacher Education Program: general education, professional education, and teaching specialty. Figures 1, 2, and 3, show the model for deriving and evaluating the goals, objectives, and components of the USAO Teacher Education Program.

The goals for the general education component are, for the most part, the same for all teacher education programs; the goals for the professional education and teaching specialty components vary somewhat according to the level and area of specialization. The specific goals for each of the teacher certification programs are listed in the subsequent sections. The professional standards and competencies that provide the framework for each specialty program can be found in the specialty area's Program Report. Course objectives, subordinate to the specific program goals, are found in course syllabi.

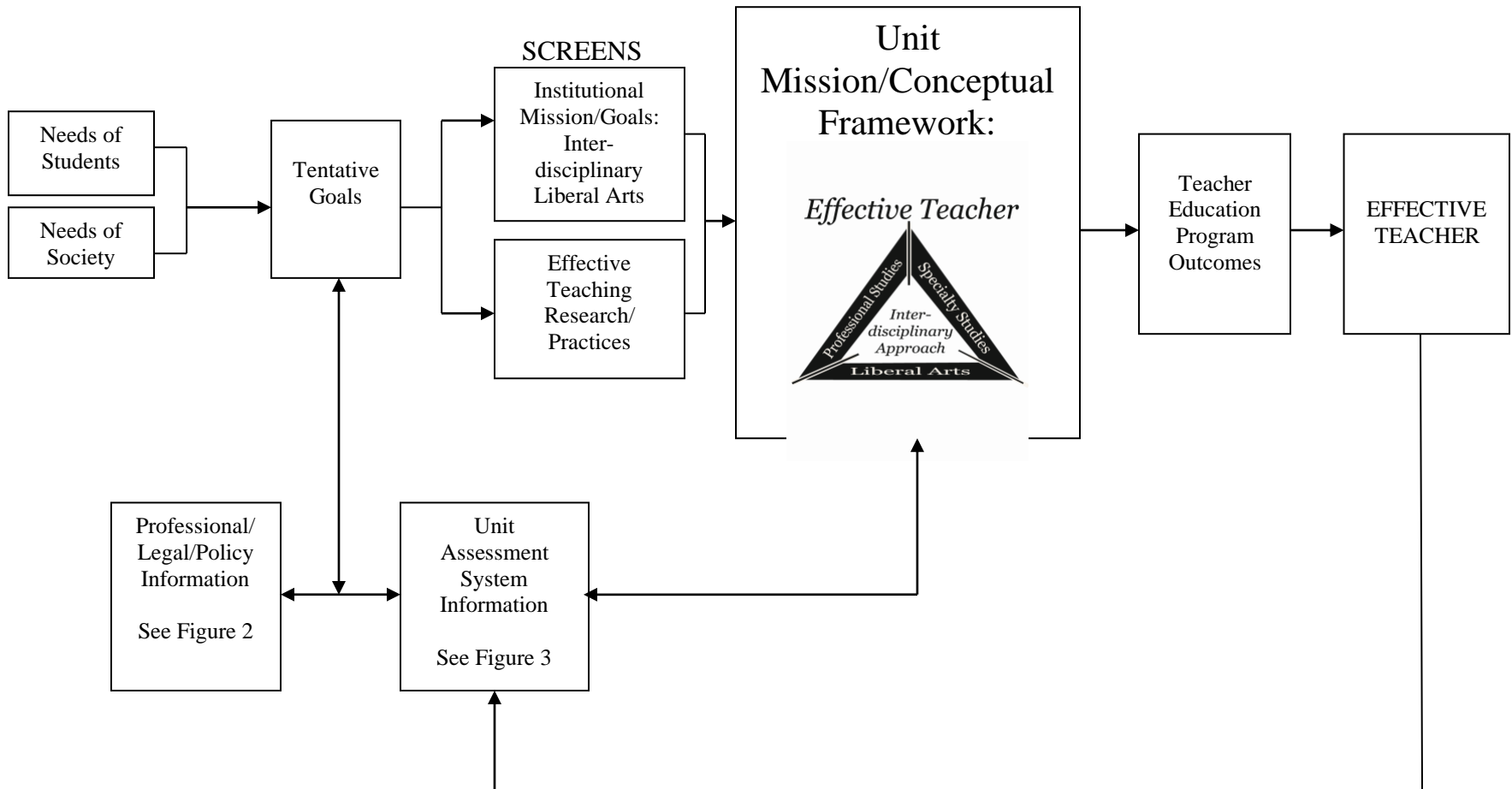


Figure 1. Model for Deriving and Assessing the Teacher Education Program.

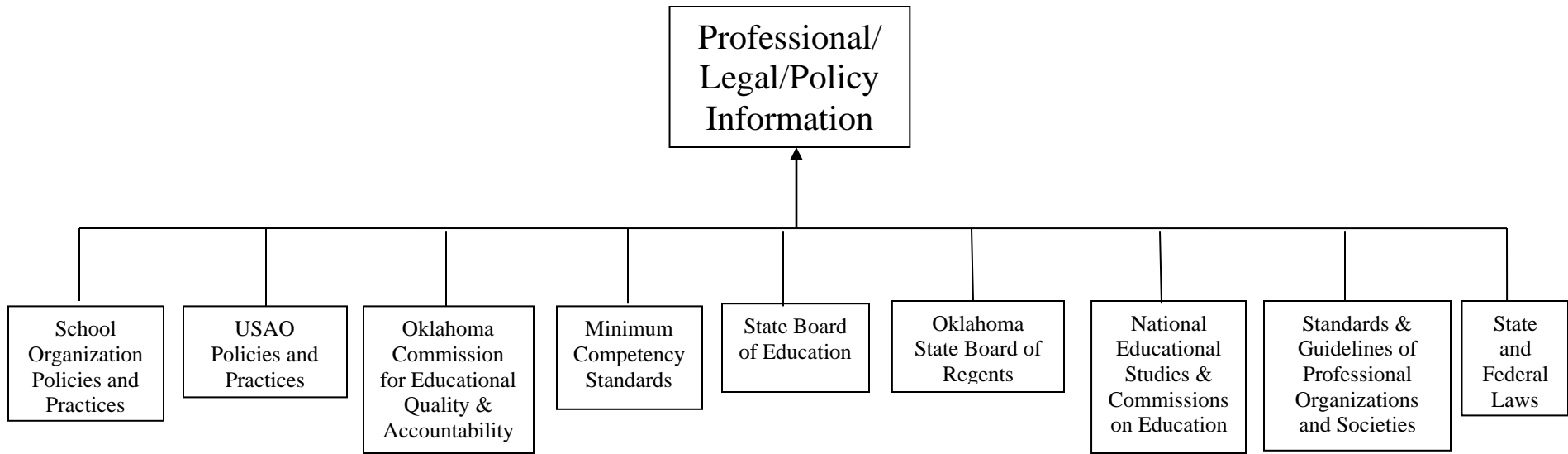


Figure 2. Sources of Professional/Legal/Policy Information

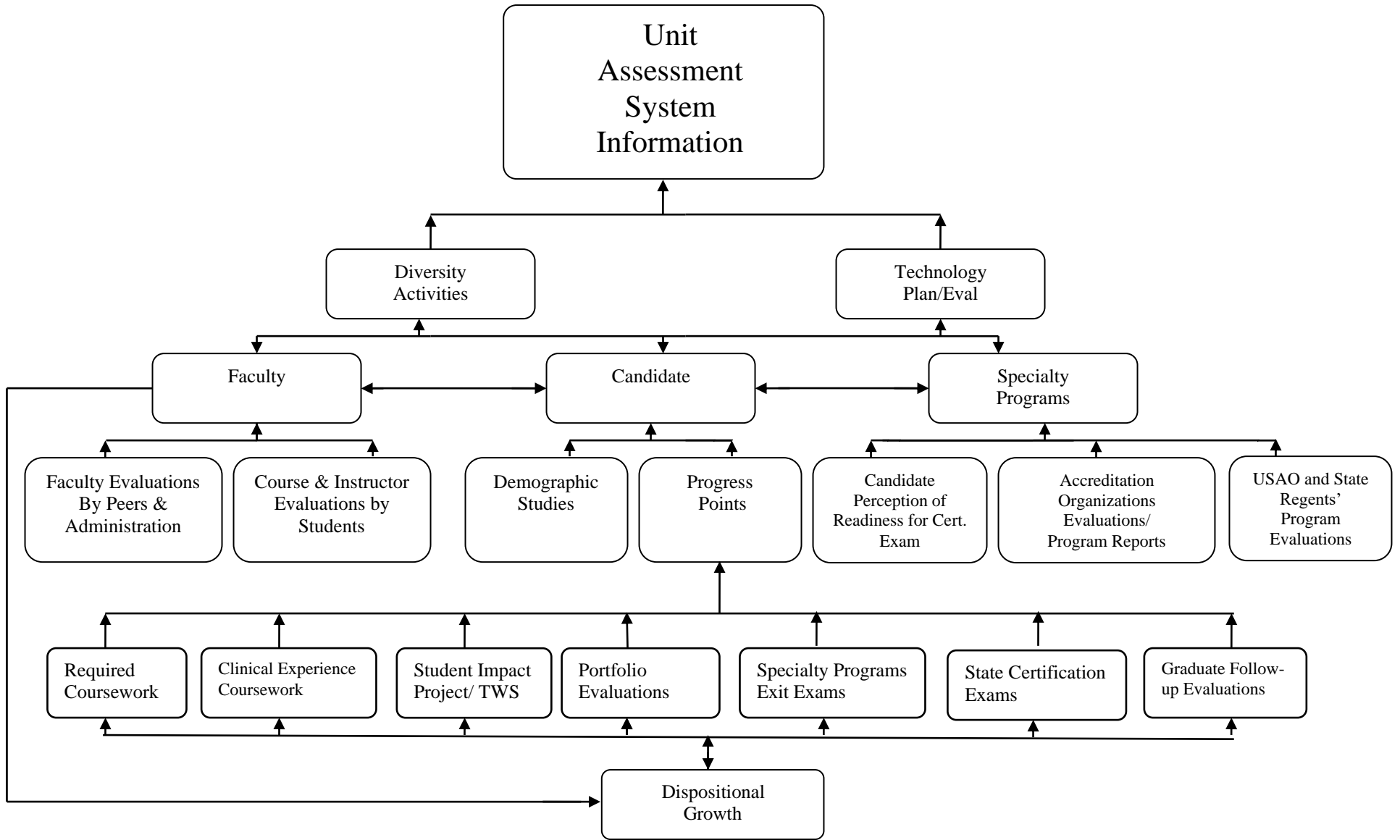


Figure 3. Sources of Unit Assessment System Information

Teacher Education Philosophy

Guided by national, state, and learned society competencies, the philosophy of USAO's teacher education program is to produce effective teachers who are uniquely prepared to recognize that education should involve inter-relatedness of all knowledge. This is accomplished by:

- building on the foundation of the liberal arts that are delivered through an interdisciplinary perspective;
- developing competencies in a specialty area and integrating that knowledge to deepen an interdisciplinary understanding; and
- synthesizing research on best practices of effective schools and teachers and communicating and modeling those findings to the teacher candidates.

Organization Of Program

The University of Science and Arts of Oklahoma is organized under five major administrative areas: Academic Affairs, **University Advancement/Foundation**, Personnel & Business Office, Enrollment Management & Student Affairs, and **Information Technology Services**. The Vice President for Academic Affairs is responsible for the area of teacher education.

The Teacher Education Committee

The Teacher Education Committee functions directly under the Vice President for Academic Affairs and is the governing unit for the teacher education programs. The membership of the Teacher Education Committee is comprised of one faculty member from each subject area which has a certification program. In addition, the Committee includes four students, one public school teacher, one public school administrator, the Coordinator of Clinical- Experiences, the Teacher Education Assessment Coordinator, and the Director of Teacher Education. The Vice President for Academic Affairs and the IDS Coordinator are ex officio members of the Committee.

Committee membership selection will be carried out in the following manner. The Vice President for Academic Affairs, after consulting with the chairperson of each division and the Director of Teacher Education, recommends members to the President who then makes appointments to the Committee. Faculty members appointed to the Committee must have had public school teaching experience or have demonstrated a vital interest in teacher preparation. The local Student National Education Association will make the student nominations to the President. Usually, the Chickasha United Teaching Association will nominate a public school teacher. The public school administrator will be nominated by the Director of Teacher Education.

The Committee shall hold regular monthly meetings during the academic year. Special meetings may be called by the Chair of the Teacher Education Committee with advance notice. Normally, the Teacher Education Committee will meet on the third Tuesday of each month. The Teacher Education Committee Bylaws are presented in Appendix A.

The Teacher Education Committee is responsible for developing and administering all policies that govern teacher education. The Committee makes decisions on admission to teacher education and the professional trimester, and approves all program requirements. Another function of the Committee is ongoing evaluation and modification of the programs in teacher education. No department, committee, or council has the authority to change policies approved by the Teacher Education Committee. The only exception involves curriculum changes.

Curriculum changes in teacher education programs may be instituted by an individual faculty member or a division. Proposed changes must be submitted to the Teacher Education Committee for

review and action before being forwarded to the Curriculum Committee and subsequent policy-making bodies.

To assist the Teacher Education Committee in carrying out its function, a subcommittee, the Admissions Screening Committee, is appointed by the Chair of the Teacher Education Committee. The function of this subcommittee is to screen all applicants seeking admission to teacher education. The subcommittee interviews each applicant for admission and makes recommendations to the Teacher Education Committee, which then makes a decision regarding the applicant's admission. The applicant and advisor are notified in writing of the action of the Committee.

The Teacher Education Committee meets each fall to examine and discuss Assessment System findings. Relevant information derived from the Assessment System is accessible in the library. At the main desk under General Library Reserve status, ask for the Teacher Education Assessment binder.

The Director of Teacher Education

Responsibility for the general administration and coordination of the teacher education programs rests with the Director of Teacher Education, who is appointed by the President and approved by the Board of Regents. The Director of Teacher Education reports directly to the Vice President for Academic Affairs. The specific responsibilities of the Director of Teacher Education are:

1. to be the liaison officer between the accrediting agencies for teacher education and the University;
2. to be liaison officer between the public schools and the University;
3. to be the source of information concerning teacher education at the University;
4. to chair the Teacher Education Committee;
5. to chair the Admissions Screening Committee and report recommendations to the Teacher Education Committee;
6. to revise, update, and provide advisors and others with various teacher education forms;
7. to receive candidate applications for admission to teacher education and applications for the professional trimester from the advisors, process these applications, and present the applications to the Teacher Education Committee;
8. to notify advisors, candidates, and/or the Coordinator of Clinical Experiences of applicable decisions of the Teacher Education Committee;
9. to maintain and keep updated records for each teacher education candidate with regard to completion of the program requirements and certification;
10. to revise, in conjunction with the Teacher Education Committee, the Teacher Education Handbook as needed;
11. to make summary evaluation of candidate portfolios prior to making certification recommendations;
12. to coordinate the writing of reports to the State Department of Education and other agencies;
13. to furnish and process applications for Oklahoma certification, as well as to serve as the source of information related to Oklahoma teacher certification at the University;
14. to evaluate the Teacher Education Program through formal contacts with graduates and public school personnel;
15. to serve on the Administrative Council and the Academic Council to ensure the flow of information and to deal with common problems as they relate to teacher education; and
16. to report the actions of the Teacher Education Committee to the Vice President for Academic Affairs.

Professional Education Competencies

In addition to specialty area standards, candidates must demonstrate that they also meet professional education competencies identified by the Commission for Educational Quality and Accountability (CEQA), the Oklahoma State Department of Education, and the Oklahoma State Legislature. The professional education competencies (InTASC) listed below must be demonstrated by all candidates in the program in order to receive licensure and certification in Oklahoma.

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

Professional Dispositions

Professional dispositions for teachers might be explained as *the heart* of the teacher, *the foundation* of effective teaching, or *the nucleus* of the teaching process. Native American languages, including Choctaw and Chickasaw, might describe the concept as *chonkash* or *the heart of the matter*. Professional dispositions are based on commitment and positive relationships.

The USAO Teacher Education Program has identified three core dispositions which are listed below, with a set of “indicators” for each. These core dispositions can be related to the three sides of the

triangle in USAO's Teacher Education Conceptual Framework. Just as the conceptual framework is built around an interdisciplinary approach, the core dispositions are interrelated and support each other.

USAO Teacher Education Program's Core Dispositions:

- **Commitment to being a knowledgeable life-long learner** (most closely aligns with the Liberal Arts side of the triangle—the “base” of our model and of effective teaching).
Indicators include:
Knowledgeable of content and pedagogy;
knowledgeable of self and others, valuing diversity of each one,
values and models life-long learning.
- **Commitment to being an ethical professional** (most closely aligns with the Professional Studies side of the triangle—teachers in all certification areas must demonstrate these dispositions).
Indicators include:
Demonstrates integrity, truthfulness, honesty, confidentiality;
professional in appropriate dress, speech, and written communication;
professional in interactions with others,
professional in standards for own work, timeliness, attendance.
- **Commitment to being a fair and reflective facilitator** (most closely aligned with the Specialty Studies side of the triangle—understanding student characteristics and strategies for a given certification area is vital).
Indicators include:
fair and equitable; believes that all students can learn;
values and is sensitive to each student's diverse needs and interests and teaches accordingly;
understands and implements multiple ways to facilitate success for each student in one's content area;
effectively utilizes appropriate resources and technology;
creates engaging, enjoyable, successful learning environment;
demonstrates appropriate positive attitudes and characteristics (Examples include: enthusiastic, motivating, flexible, challenging, supportive, nurturing, tolerant, dependable, dedicated, inspiring, compassionate, dedicated, patient, open-minded, energetic, creative);
assesses student learning with fairness, accuracy, and consistency;
analyzes one's teaching and learning, recognizing strengths and goals;
adjusts one's practice in response to reflection and suggestions.

Diversity Proficiencies for Teacher Candidates

The University of Science and Arts of Oklahoma Teacher Education Program recognizes the importance for candidates to: 1) acquire proficiencies in knowledge, skills, and dispositions necessary to help all students learn; and 2) understand the influence of culture, exceptionalities, and gender differences on the teaching and learning process. The program acknowledges its responsibility in helping to shape such opportunities for the candidates. Note the term "cultural diversity" as defined by the University of Science and Arts of Oklahoma goes beyond race and ethnicity, and includes such factors as gender, socio-economic status, religion, differing abilities, language, special needs, sexual orientation, and background (e.g., rural, suburban, urban, poverty, and even family structures). Thus, the diversity action plan has been designed by the Teacher Education Program, in alignment with the Unit's Mission and Conceptual Framework, and in conjunction with the University. Diversity proficiencies for teacher candidates are:

- I. Knowledge
 - A. Identify cultural similarities and/or differences across a wide range of cultures, particularly those most often encountered in public schools.
 - B. Identify contributions of a diverse range of cultures.
 - C. Recognize that diversity is more than racial or ethnic differences.

- D. Identify elements of culturally relevant teaching and how they relate to race, ethnicity, gender, socio-economic status, religion, differing abilities, language, special needs, sexual orientation, and/or background.
- E. Recognize a variety of learning styles.
- F. Recognize the association with OAS and culturally relevant lessons.
- G. Be aware of the high bully victimization rate of culturally different students.
- H. Be aware of the needs of and effective strategies for working with an English Language Learner (ELL), such as
 1. Building blocks of language
 2. Stages of second language acquisition
 3. Context matters; students are competent in home language
 4. Different dialects of English
 5. How to use multiple assessments to determine what students know
 6. Important connections between language and culture

II. Skills

- A. Implement culturally relevant teaching considering such elements as students' race, ethnicity, gender, socio-economic status, religion, differing abilities, language, special needs, sexual orientation, and/or background.
- B. Demonstrate sensitivity to all students' diverse needs and interests.
- C. Work effectively with students from diverse backgrounds.
- D. Demonstrate fairness to all students.
- E. Make modifications for students as needed.
- F. Develop lessons to address a variety of learning styles.
- G. Implement strategies to address bully victimization of culturally different students.
- H. Demonstrate a variety of strategies/techniques proven to be effective with ELL.
- I. Demonstrate a high novice proficiency in a foreign language.

III. Dispositions

- A. Believe the teacher is the facilitator of learning and success for all students.
- B. Believe that a teacher must be fair and equitable to all.
- C. Believe that all students can learn.
- D. Believe a teacher must be sensitive to the diverse needs and interests of all students.
- E. Value diversity.

Technology Goals

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

- Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards
- Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- Teachers continuously improve their professional practice, model lifelong learning, and exhibit

leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Standards•T © 2016 International Society for Technology in Education.
<http://www.iste.org/standards/>

General Education Component

A 46-48 semester-hour core of courses in general education is required of every degree candidate of the University of Science and Arts of Oklahoma. This Interdisciplinary Studies sequence (IDS) is designed to afford every student an interdisciplinary liberal education. The specific goals of the core of courses in general education are:

- Writing and speaking competency
- Critical thinking and problem-solving
- Basic computer and word processing competency
- Working knowledge of mathematics and its role in explaining and determining reality
- Understanding of the meaning and sources of creativity
- Understanding of the aesthetic implications of existence
- Appreciation for the problems and responsibilities of citizenship
- Understanding of the relationship between physical health and well being and one's ability to function as an effective and competent being
- Appreciation for the meaning and implications of the biological, psychological, philosophical, ethical, and religious self
- Awareness of the historical process and of the cause and effect relationship between past and present and its implications for the future
- Knowledge of Western Hemispheric prehistory and history and knowledge of North American colonial and United States national history, thought, and culture
- Knowledge of the principles and structures of United States government and the processes of American politics
- Knowledge of western history, thought, and culture
- Knowledge of non-western history, thought, and culture
- Knowledge of national and international political and economic systems and theories
- Appreciation for the nature and value of social cultural variety
- Understanding of the nature of technology and its potential to affect the human condition
- Appreciation for the natural environment and its importance to human health and prosperity

Students entering USAO from an Oklahoma or out-of-state institution have their transcripts evaluated with respect to IDS equivalency. Students with a Bachelor or Associate of Arts degree from an Oklahoma college or university are considered to have met the general education requirements at the University of Science and Arts of Oklahoma; however, it may still be necessary for them to meet additional general education requirements needed for teacher certification.

All candidates seeking teacher certification are required to pass the Oklahoma General Education Test (OGET). This is the first in a series of three certification exams required for an Oklahoma teaching certificate. Although the OGET is usually taken after completion of most of the IDS sequence, candidates should consult with their advisors concerning readiness for the exam. (See Appendix B)

Professional Education Component

All prospective teachers are required to complete a common core of course work in professional education. This core is designed to assist candidates in developing the aforementioned competencies. The specific goals of the professional education component for each candidate are:

1. to understand the different facets of the teaching profession in order to make an informed decision regarding a commitment to a career in teaching;
2. to define the purposes and problems of the school as a social institution and determine its relationship to the home, community, and society;
3. to comprehend the process of human growth and development and the psychology of learning, and to apply this knowledge in planning and implementing instruction;
4. to understand the broad range of cultural diversity that exists in society, the contributions and interdependence of other cultures, and effective strategies for working with students from different cultures;
5. to use instructional technologies skillfully in instruction;
6. to engage in experiences which allow: (a) planning, implementing, and evaluating learning experiences over a period of time, and (b) the application of the basic principles of measurement to student evaluation;
7. to develop an understanding of procedures for identifying and teaching exceptional students, as well as programs designed to benefit children with special needs;
8. to explain the predominant educational philosophies, including their historical development and application to the educational process;
9. to comprehend the dynamics of teacher-student relationships and to demonstrate the ability to function effectively and fairly in guiding students' cognitive, social, physical, and emotional development;
10. to use classroom management and organizational procedures which aid in preventing classroom disruptions, as well as strategies for promoting desirable classroom behaviors, motivation for learning, and respect for others;
11. to observe effective pedagogical models through apprenticing with competent teachers in actual classroom settings;
12. to study and examine public school organization, policies, and practices;
13. to develop professional dispositions and attitudes toward the teaching profession and a desire for continual self-improvement;
14. to demonstrate competency in the subject matter areas, as well as in the instructional skills required to organize and teach the subject matter effectively so that all students will learn;
15. to describe the characteristics of effective instruction, effective teachers, and effective schools;
16. to identify legal and ethical considerations of school personnel, including the rights and responsibilities of teachers, students, administrators, and staff; and
17. to model effective teaching and instruction.

In addition to the common core of approximately 30 hours of course work in professional education, elementary/secondary majors (art, music, PHED), secondary majors, and deaf education majors are required to complete professional education teaching methods course work related to their teaching specialty.

NOTE: Candidates must make a grade of "C" or better in all professional education courses.

NOTE: All candidates seeking teacher certification are required to pass the applicable Oklahoma Professional Teachers Exam (OPTE). Candidates should have completed most of their required Professional Education coursework before taking this exam. Consultation with advisor is recommended.

Teaching Specialty Component

The teaching specialty component of the Teacher Education Program includes the content to be taught in the specialty area, as well as the supplementary knowledge, skills, and understandings needed to: meet specialty area standards, guidelines, and competencies; obtain licensure and certification; and facilitate learning activities within the specialization area. USAO offers 11 teaching specialty areas with music having both vocal and instrumental specialty areas. These specialty areas, along with their program models, purposes, and outcomes are listed in Figure 4.

All candidates seeking teacher certification are required to pass Oklahoma Subject Area Test(s) (OSAT) in their area of specialization. Although specialty area OSAT exam(s) are generally taken upon completion of specialty area requirements, candidates should consult with their advisor prior to registration.

<u>Program</u>	<u>Models for Program Objectives</u>	<u>Purpose</u>	<u>Measured Outcome</u>
Art	National Art Education's Standards for Art Teacher Preparation Programs	To qualify individuals to teach art in grades PreK-12 in an elementary or secondary school.	PK-12 Certificate
Business Education (dormant)	The Association of School Business Official's Initial School Business Administrators Guidelines	To qualify individuals to teach bookkeeping-clerical or business education grades 6-12 in a secondary school.	6-12 Certificate
Deaf Education	Council on the Education of Deaf Standards	To qualify individuals to work with deaf students in grades PreK-12 in an elementary and/or secondary school.	Regular & Conversion PK-12 Certificate
Early Childhood Education	National Association for the Education of Young Children Guidelines	To qualify individuals to teach in nursery through third grade programs.	PK through 3 rd Grade Certificate
Elementary Education	Association for Childhood Education International Guidelines	To qualify individuals to teach grades 1-8 in the elementary school.	1-8 Certificate
English	National Council of Teachers of English Basic Middle/Junior and Senior High Guidelines	To qualify individuals to teach language arts in grades 6-12 in a secondary school.	6-12 Certificate
Health and Physical Education	Society of Health and Physical Educators Standards	To qualify individuals to teach health education and physical education in an elementary and/or secondary school.	PK-12 Certificate
Mathematics	National Council for Teachers of Mathematics Standards	To qualify individuals to teach math in grades 5-12 in a secondary school	5-12 Certificate
Music: A. Instrumental	National Association of Schools of Music Guidelines	To qualify individuals to teach instrumental music in grades PreK-12 in an elementary and/or secondary school.	PK-12 Certificate

<u>Program</u>	<u>Models for Program Objectives</u>	<u>Purpose</u>	<u>Measured Outcome</u>
B. Vocal	National Association of Schools of Music Guidelines	To qualify individuals to teach vocal music in grades PreK-12 in an elementary and/or secondary school.	PK-12 Certificate
Science	National Science Teachers Association Guidelines	To qualify individuals to teach biology, physics, chemistry, and general science in grades 6-12 in a secondary school.	6-12 Certificate
Social Studies	National Council for the Social Studies Guidelines for Basic Programs in Teaching Social Programs	To qualify individuals to teach social studies in grades 6-12 in a secondary school.	6-12 Certificate
Speech Pathology	American Association of Speech and Hearing Guidelines	To qualify individuals to enter graduate programs leading toward work with PreK-12 students having communication disorders in an elementary and/or secondary school.	PK-12 Master's Degree Required

Figure 4.

Art Program

The Art teacher certification program is based upon the standards set forth by the Office of Educational Quality and Accountability and qualifies individuals to teach art in grades pre-kindergarten through 12 in an elementary and/or secondary school. The standards state:

1. The candidate has a sound philosophical understanding of visual art education and is able to support, justify, and implement the visual art curriculum
2. The candidate has an understanding of past, current, and future trends and issues in art education as well as art education research.
3. The candidate has a knowledge of developmentally appropriate visual art content including aesthetics, art criticism and art history, around a core of art production
4. The candidate has a working knowledge of and has had experience in integration of the arts with other fine arts areas as well as other academic disciplines.
5. The candidate has an understanding of and has had experience in the application of the elements and principles of art and design.
6. The candidate has a broad understanding of art history including various styles, periods, ethnic groups and cultures from around the world.
7. The candidate has a knowledge of aesthetics (the field of study that relates to beauty in the arts) and art criticism (art review and commentary), along with teaching strategies appropriate for both areas that involve a variety of media and awareness of developmental levels.
8. The candidate has experience in and an understanding of various methods of art production and creative development to include drawing, figure drawing, color and design, painting, printmaking, sculpture, clay, applied design and technology. Additional experience should include metal, stone, fiber, papermaking, wood and mixed media.
9. The candidate has proficiency in teaching strategies that are developmentally appropriate and inclusive of various student learning styles and is sensitive to the needs of diverse ethnic and cultural groups and those with disabilities.
10. The candidate develops a portfolio of his/her own artwork.
11. The candidate understands that contests and competitions have a valuable place in art education; however, they should not drive the development of the local curriculum.
12. The candidate has a knowledge of a wide variety of arts resources including community resources, materials, equipment and information about exhibitions and/or major collections.
13. The candidate recognizes the important role of technology in education and that it may serve as a supportive tool in art education.
14. The candidate understands the competencies in the *Oklahoma Academic Skills* in art and knows how to incorporate them into various arts classes.

The Art teaching specialty goals are:

1. to design, implement, and evaluate instructional lessons and materials that are planned to foster creativity, self-confidence, and expression;
2. to demonstrate basic teaching skills and attitudes of Art appropriate for the public school classroom;
3. to achieve a mastery level of expertise in at least one area of Art Studio concentration;
4. to achieve minimum competency in the knowledge and basic skills required for all studio areas;
5. to demonstrate the ability to express clearly and philosophically the role and purpose of Public School Art Education;
6. to demonstrate application of Split-Brain Theory as it applies to artistic behavior;
7. to demonstrate recognition of the importance of Art Education as an integral part of every child's growth and development;
8. to demonstrate recognition of the importance of the History of Art Education as it applies to the goals of the profession; and

9. to demonstrate recognition of the importance of the History of Art as it applies to modern artistic styles and trends.

To fulfill these goals, art certification majors complete three semester hours of professional education teaching methods course work and a specified block of art content course work applicable to a standard teaching certificate in Art.

Business Program (dormant)

The Business teacher certification program is based upon the Association of School Business Official's Initial School Business Administrator's Guidelines and qualifies individuals to teach business education in grades six through twelve in a secondary school. The Business teaching specialty goals are:

1. to develop an understanding of business curriculum materials, skills in the use of methods, and educational procedures for teaching secondary school business curriculum;
2. to survey and evaluate recent trends, materials, programs, and developments in secondary school business curriculum;
3. to develop an understanding of and demonstrate the acquisition of secondary generic teaching skills and classroom management techniques;
4. to design, implement, and evaluate instructional materials and activities that are creative and suitable for teaching secondary school business;
5. to provide prospective secondary business teachers with meaningful and realistic experiences in teaching business with opportunities to practice and demonstrate identified teaching skill competencies and interpersonal relationships;
6. to enable candidates to understand and function within our free enterprise system;
7. to help candidates develop the necessary mental attributes and attitudes which will give them flexibility toward the changes they will encounter in a dynamic business-related society;
8. to develop candidates who can communicate effectively, work efficiently with others, and respond to problems creatively and imaginatively; and
9. to encourage candidates to interpret, analyze, and evaluate information relative to business and economics from the perspective of moral and ethical values.

To fulfill these goals, business certification majors complete three semester hours of professional education teaching methods course work and a specified block of business course work applicable to a standard teaching certificate in Business.

Deaf Education Program

The Deaf Education teacher certification and degree program is based upon the standards set forth by the Council on the Education of the Deaf and qualifies individuals to work with deaf students in grades pre-kindergarten through 12 in an elementary and/or secondary school. CED standards for the program involve:

- Standard 1: Curriculum for Core Programs at Provisional Certification Level
- Standard 2: Faculty for Core Programs at the Initial Level
- Standard 3: Candidates in Core Programs at the Initial Level
- Standard 4: Resources and Facilities for Core Programs at the Initial Level
- Standard 5: Evaluation Review and Planning of Core Program at Initial Level

The Deaf Education teaching specialty goals are:

1. to understand the philosophical, historical and legal foundations of special education for students who are deaf or hard of hearing;

2. to demonstrate knowledge of characteristics and development of students who are deaf or hard of hearing, including communication features, cognitive development, emotional and social development, cultural implications, and etiologies and effects of hearing loss;
3. to demonstrate knowledge and skills in assessment, diagnosis, evaluation, eligibility determination and appropriate placement within the multidisciplinary team process for students who are deaf or hard of hearing;
4. to understand and demonstrate knowledge of Individualized Education Program (IEP) process, including development and monitoring of the IEP;
5. to demonstrate knowledge and skills to plan and implement appropriate and effective instruction for students who are deaf or hard of hearing, based upon knowledge of subject matter, curriculum goals, and students' individual abilities and needs;
6. to demonstrate the ability to plan and manage supportive teaching and learning environments that maximize opportunities for, and facilitate the participation of, students who are deaf or hard of hearing;
7. to demonstrate proficiency in the languages and modes of communication that are used in the instruction of students who are deaf or hard of hearing;
8. to demonstrate knowledge and skills in communicating and forming collaborative partnerships with families, professionals, agencies and organizations, and members of the Deaf community to improve the quality of education for students who are deaf or hard of hearing;
9. to demonstrate knowledge and skills in managing the behavior and social interaction of students who are deaf or hard of hearing;
10. to demonstrate the knowledge and skills necessary to promote successful transitions at all levels of the education process; and
11. to demonstrate professional and ethical conduct in matters related to education of students who are deaf or hard of hearing.

To fulfill these goals, deaf education majors complete a block of specified deaf education course work applicable to a standard teaching certificate in Hearing Impaired and additional 20 hours of course work in a selected area of specialization. Programs to add Elementary Education or Early Childhood certification to Deaf Education are available. Consultation with advisor is recommended.

NOTE: Candidates must make a grade of "C" or better in the courses designed for the deaf education specialty area.

Early Childhood Education Program

The Early Childhood Education teacher certification and degree program is based upon the guidelines set forth by the Office of Educational Quality and Accountability and qualifies individuals to teach in pre-kindergarten through third grade programs. The standards are:

- Standard 1. Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
- Standard 2. Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
- Standard 3. Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They

know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

- Standard 4. Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
- Standard 5. Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
- Standard 6. Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.
- Standard 7. Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, ***Head Start programs***).

The Early Childhood Education teaching specialty goals are:

1. to identify the developmental stages and needs of young children as a result of study, laboratory experiences, and school observations;
2. to acquire techniques and skills in writing behavioral objectives for young children and plan curricular and evaluation activities in terms of these objectives.
3. to develop mastery level skills for planning a balanced curriculum in terms of the whole child for early childhood education;
4. to provide and model techniques for assisting young children to adjust to the school environment and provide activities suitable for their age and/or achievement level;
5. to develop an awareness that young children should be viewed in the context of social relationships and the environment in which they live and learn;
6. to acquire the interpersonal and communication skills necessary for promoting positive candidate, parent, staff, and school/community relationships;
7. to develop an awareness of cultural differences and implement effective methods for working with young children from different cultures and backgrounds;
8. to develop effective instructional, organizational, and management skills for planning and presenting learning experiences in the child development center; and
9. to practice techniques for assisting young children in developing positive self-concepts, self-discipline, motivation, creativity, and concern for others.

To fulfill these goals, early childhood majors complete a specified block of early childhood course work applicable to a standard Early Childhood Education certificate. A program to add Elementary Education certification to Early Childhood is available. Consultation with advisor is recommended.

NOTE: Candidates must make a grade of “C” or better in the courses designed for the early childhood specialty area.

Elementary Education Program

The Elementary Education teacher certification and degree program is based upon the guidelines set forth by the Office of Educational Quality and Accountability and qualifies individuals to teach first through eighth grade in the elementary school. The standards are:

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|------------|---|
| Standard 1 | Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning. |
| Standard 2 | Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies. |
| Standard 3 | Candidates Assess Students, Plan Instruction And Design Classroom Contexts For Learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development. |
| Standard 4 | Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child. |
| Standard 5 | Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community. |

The Elementary Education teaching specialty goals are:

1. to apply major concepts, theories, trends, and research to effectively construct learning opportunities that support individual candidates’ development, acquisition of knowledge, and motivation;
2. to apply central concepts, tools of inquiry, and structures of 1-8 elementary content and create meaningful learning experiences that enable all candidates to achieve competence in the Oklahoma core curriculum;
3. to plan and implement effective: instructional strategies, classroom organizational management procedure, and use of materials, resources, and technology;

4. to use self evaluation for continuous improvement of teaching practices, as well as formal and informal assessment strategies of candidates to help ensure their continuous intellectual, social and physical development;
5. to apply practices and behaviors of a professional career teacher, such as: modeling lifelong learning and ethical behavior, understanding the role of the teaching profession in educational reform, understanding the relationship between education and society, keeping abreast of educational issues, and understanding the variety of approaches to the organization of elementary schools;
6. to demonstrate an understanding of the importance of interdisciplinary teaching, cooperative principles, and teaching critical thinking and problem solving skills in real world applications;
7. to understand the importance of interpersonal skills, and interaction/communication in fostering collaborative relations among candidates, parents, colleagues, and the community;
8. to acquire multicultural classroom experiences, to understand the cultural factors that influence learning, and to develop strategies that work with children from different cultures and/or varying developmental levels; and
9. to experience practical teaching activities found in elementary schools.

To fulfill these goals, Elementary majors complete a specified block of elementary specialization course work applicable to a standard Elementary Education teaching certificate. A program to add Early Childhood certification to Elementary Education is available. Consultation with advisor is recommended. Consult an advisor if interested in middle level content certification.

NOTE: Candidates must make a grade of “C” or better in the courses designed for the elementary specialty area.

English Program

The English teacher certification program is based upon the basic middle/junior and senior high guidelines set forth by the Office of Educational Quality and Accountability and qualifies individuals to teach English in grades six through twelve in a secondary school. The standards are:

- Standard 1: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- Standard 2: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
- Standard 3: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.
- Standard 4: Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
- Standard 5: Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.
- Standard 6: Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.
- Standard 7: Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

The English teaching specialty goals are:

1. to develop an understanding of English curriculum materials, skill in the use of methods, and educational procedures for teaching secondary school English curriculum.
2. to survey and evaluate recent trends, materials, programs, and developments in the secondary school English curriculum;
3. to develop an understanding of and demonstrate the acquisition of generic secondary teaching skills and classroom management techniques;
4. to design, implement, and evaluate instructional materials and activities that are creative and suitable for teaching secondary school English;
5. to provide prospective secondary English teachers with meaningful and realistic experiences in teaching English with opportunities to practice and demonstrate identified teaching skill competencies and interpersonal relationships;
6. to develop in the prospective teacher a basic knowledge of the historical development and present character of the English language;
7. to provide a complete understanding of the concepts of linguistics and the principal systems of grammar;
8. to ensure the acquisition of a reading background of major literary works in literature;
9. to develop the ability to evaluate both imaginative literature and utilitarian expression; and
10. to understand the writing process and be able to write clearly and effectively in both expressive and utilitarian ways.

To fulfill these goals, English certification majors complete three semester hours of professional education teaching methods course work and a specified block of English course work applicable to a standard teaching certificate in English.

Health and Physical Education Program

The Health and Physical Education (PHED) teacher certification program is based upon the guidelines set forth by the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) for Basic Programs in Physical Education and qualifies individuals to teach health education and physical education in grades pre-kindergarten through 12 in an elementary and/or secondary school. AAHPERD standards for the program involve:

- Standard 1: Content and Foundational Knowledge
- Standard 2: Skillfulness and Health-Related Fitness
- Standard 3: Planning and Implementation
- Standard 4: Instructional Delivery and Management
- Standard 5: Assessment and Student Learning
- Standard 6: Professional Responsibility

The PHED teaching specialty goals are:

1. to develop a sound historical and philosophical foundation for those candidates pursuing careers in health, physical education, or recreation;
2. to provide the knowledge necessary for understanding the structural and functional aspects of human anatomy, and the practical application of this knowledge to human movement;
3. to provide the knowledge necessary for understanding the basic biochemical makeup and physiological functioning of the human organism, and the physiological effects of exercise on human performance;
4. to equip the prospective teacher with varied and proven methods and techniques for teaching sports, games, and recreational activities in the elementary and secondary schools;

5. to provide knowledge and practical experience in organizing, administering, and coaching programs associated with physical education or athletics; and
6. to provide knowledge and experience in directly related areas of health, physical education, and recreation such as first aid; civil defense; treatment, prevention and care of athletic injuries; aquatics; sports officiating; and adapted programs of PHED.

To fulfill these goals, PHED certification majors complete four semester hours of professional education teaching methods course work and a specified block of PHED course work applicable to a standard Physical Education and Health teaching certificate.

Mathematics Program

The Mathematics teacher certification program is based upon the standards set forth by the Office of Educational Quality and Accountability and qualifies individuals to teach mathematics in grades five through 12 in a secondary school. The standards are:

- Standard 1: Content Knowledge: Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.
- Standard 2: Mathematical Practices: Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.
- Standard 3: Content Pedagogy: Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.
- Standard 4: Mathematical Learning Environment: Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.
- Standard 5: Impact on Student Learning: Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.
- Standard 6: Professional Knowledge and Skill: Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional

development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

Standard 7: Secondary Mathematics Field Experiences and Clinical Practice: Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

The Mathematics teaching specialty goals are:

1. to develop an understanding of mathematics curriculum materials, skills in the use of methods, and educational procedures for teaching secondary school mathematics curriculum;
2. to survey and evaluate recent trends, materials, technology, programs, and developments in secondary school mathematics curriculum;
3. to develop an understanding of and demonstrate the acquisition of secondary generic teaching skills and classroom management techniques;
4. to design, implement, and evaluate instructional materials and activities that are creative and suitable for teaching secondary school mathematics;
5. to provide prospective secondary mathematics teachers with meaningful and realistic experiences in teaching mathematics with opportunities to practice and demonstrate identified teaching skill competencies and appropriate interpersonal relationships;
6. to provide the prospective secondary mathematics teacher with a strong background in and mastery of number/operations, algebra, geometries, calculus, discrete mathematics, data analysis, statistics, and probability, and measurement.
7. to relate mathematics to other disciplines, such as the natural sciences, the social sciences, and the humanities and arts;
8. to develop and expand critical thinking skills through practice in deductive and inductive reasoning, logic, and problem solving; and
9. to instill an understanding of the role of mathematics in today's world, not only as important in itself, but also as an integral part of society.

To fulfill these goals, mathematics certification majors complete three semester hours of professional education teaching methods course work and a specified block of mathematics course work applicable to a standard teaching certificate in Mathematics.

Music Program

The Music teacher certification program is based upon the guidelines set forth by the National Association of Schools of Music and qualifies individuals to teach instrumental or vocal music in grades pre-kindergarten through twelve in an elementary and/or secondary school. The Music teaching specialty goals are:

1. to demonstrate knowledge of the interrelationships of musical elements through reading and writing notation, harmonic and formal analysis, and composition;
2. to demonstrate aural perception skills through sight singing; harmonic, melodic, and rhythmic dictation; and critical listening;
3. to demonstrate performance skills and creativity in the major performance areas, as well as at the keyboard;
4. to demonstrate knowledge of the chronology of musical styles, masterpieces, and composers;
5. to demonstrate conducting skills, rehearsal techniques, and teaching methods appropriate to the public school classrooms; and

6. to demonstrate knowledge of effective curriculum planning and program organization in the public school music classroom.

To fulfill these goals, music certification majors complete four semester hours of professional education teaching methods course work and a specified block of music course work applicable to a standard teaching certificate in either vocal or instrumental music.

Science Program

The Science teacher certification program is based upon the guidelines set forth by the Office of Educational Quality and Accountability and qualifies individuals to teach biology, chemistry, physics, earth science, physical science, and general science in grades six through twelve in a secondary school. The standards are:

- Standard 1: Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.
- Standard 2: Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.
- Standard 3: Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources-- including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.
- Standard 4: Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.
- Standard 5: Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach
- Standard 6: Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

To fulfill these objectives, Science certification majors complete three semester hours of professional education teaching methods course work and a specified block of science course work applicable to a standard teaching certificate in Science.

Social Studies Program

The Social Studies teacher certification program is based upon the guidelines set forth by the Office of Educational Quality and Accountability and qualifies individuals to teach social studies in grades six through twelve in a secondary school. The standards are:

- Standard 1. Content Knowledge: Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.
- Standard 2. Application of Content through Planning: Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

- Standard 3. Design and Implementation of Instruction and Assessment: Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.
- Standard 4. Social Studies and Learning: Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.
- Standard 5. Professional Responsibility and Informed Action: Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

To fulfill these goals, social studies certification majors complete three semester hours of professional education teaching methods course work and a specified block of social studies course work applicable to a standard teaching certificate in Social Studies.

Program Evaluation

In order to maintain state and national accreditation, the USAO Teacher Education Program is evaluated every seven years by both the Oklahoma Commission for Educational Quality and Accountability (CEQA) formerly the Oklahoma Office of Educational Quality and Accountability (OEQA) and the Council for the Accreditation of Education Preparation (CAEP) formerly National Council for Accreditation of Teacher Education (NCATE). These accreditation groups require that teacher education programs use current and established research to create a rationale for what is taught in each certification program and that these programs meet specific demanding standards for both candidates and faculty. The USAO Teacher Education Program has been continually accredited by the state since its inception in 1953, and by NCATE from 1962 -2016. Continued accreditation by CEQA/CAEP was achieved in 2017.

As illustrated in Figures 1 and 3, the program goals are regularly evaluated through the analysis of information obtained from: specialty programs exit exams; state certification exams; cooperating teacher evaluations; residency year program evaluations; graduate follow-up evaluations; accreditation organizations evaluations/program reports; USAO and state regents' evaluations; faculty evaluations by peers and administration; course and instructor evaluations by students; portfolio evaluations; technology plan/evaluation; and diversity plan. NOTE: The residency program was suspended 2010-2015 by the state legislature for budgetary reasons.

Professional Program Requirements

Candidates who decide to complete a teacher certification program and seek an Oklahoma teaching certificate must meet specific admission requirements and be officially admitted to the Teacher Education Program. In order to complete the program in a timely manner, candidates should apply for official admission to the Program upon completion of at least 30 hours of course work and the other requirements listed under the "Admission to Teacher Education" section in this handbook. Typically, this is sometime during the sophomore year.

Once admitted, in order to remain in the Program, candidates must maintain satisfactory progress toward meeting the requirements for the professional trimester and graduation. The status of candidates whose progress drops below these minimum requirements will be reviewed by the Coordinator of Clinical Experiences and, where applicable, the Director of Financial Aid.

The Program also requires that candidates develop a professional portfolio and submit a Portfolio Final Assessment Report to the Director of Teacher Education prior to receiving a recommendation for certification (See Exhibit B). Portfolio development is introduced in the Orientation to Teaching class (EDUC 2002). As part of the admission to teacher education screening process, candidates must present their initial portfolio efforts to

the Screening Committee with at least 2 entries. Checkpoints also occur at the time of Level 2 clinical experiences and during EDUC 4442. Candidates' portfolios are completed and submitted for a Preliminary Assessment Report in the Senior Seminar class (IDS 4522) and/or by their academic advisor.

Those candidates who have completed a teacher certification program at another university, and/or who were admitted to a Teacher Education Program at another university, must be admitted to the Teacher Education Program at the University of Science and Arts of Oklahoma. This admission may be completed through the reciprocity process; however, candidates admitted through reciprocity must still meet the criteria as established for admission to teacher education at the University of Science and Arts of Oklahoma.

NOTE: Candidates admitted to a particular institution's teacher education program are strongly advised to complete all of their programs at that institution. Since Oklahoma teacher preparation programs are competency based, program courses may not be equivalent.

Admission to Teacher Education

Minimum requirements for Admission to Teacher Education are as follows:

1. complete 30 or more semester hours of course work;
2. satisfy the Admissions Test Requirement by
 - a. having a 3.0 GPA in all General Education courses (30 hours or more) **OR**
 - b. passing the OGET **OR**
 - c. having a 22 or better ACT score w/writing or 1120 or better SAT score w/writing score
 - d. passing the Praxis Core **OR**
 - e. having a Bachelor's Degree;

NOTE: The State Regents for Higher Education review the testing policy for admission to teacher education each year and sometimes makes changes. Information concerning the current testing policy will be posted and available in written or electronic form.

3. achieve an overall minimum grade point average of 2.5, with a 2.5 grade point average in the last 24 hours (See Exhibit C);
4. successfully complete the Oral English and Hearing Screening;
5. successfully complete the following courses or their equivalents, with a "C" or better: IDS 1013, Rhetoric and Critical Thinking; IDS 1113, Writing I; IDS 1123, Writing II; and IDS 1223, Mathematics in the Modern World;
6. satisfactorily demonstrate proficiency in written English by
 - a. completing Writing I and Writing II, or equivalent courses, with A's and/or B's, **OR**
 - b. earning an acceptable score on the writing portion of the OGET, **OR**
 - c. earning an acceptable score on the writing portion of the Praxis Core, **OR**
 - d. earning an acceptable score on the **Accuplacer** Essay test.
7. obtain recommendations from three faculty members and one classroom teacher or principal who can evaluate the candidate's work with children in a classroom situation (See Exhibit D);

NOTE: These recommendations, along with the classroom teacher's evaluation from the candidate's field experience(s) will be reviewed by the Teacher Education Screening Committee to help determine if the candidate exhibits the personal and professional characteristics required for admission to the USAO Teacher Education Program. Candidates who have not completed EDUC 2011, Level 1 Clinical Experience at USAO, must provide documentation of their experiences working with children or youth.

8. submit a completed **application to the Education Office** (See Exhibit E); and
9. complete an interview with the Admissions Screening Committee (See Exhibit G).

NOTE: The application for admission requests a copy of ACT scores. There is no score requirement. The request is for research purposes.

Steps for Admission to Teacher Education

Steps involved in applying for Admission to Teacher Education are as follows:

1. The candidate will secure an application packet from the Teacher Education Office and follow the attached instructions.
2. Once the application has been completed and signed by the candidate's advisor, the candidate must register in the Education Office to appear before the Screening Committee. Unless posted otherwise, the deadline for accepting applications is the first Friday of each month. Candidates submit application with essay, copy of transcripts, program checksheet, and dispositions statement of understanding. (Exhibit F)
3. The candidate must appear before a member of the Admissions Screening Committee at the appointed time. Candidates must bring their initial portfolio efforts and be prepared to discuss an aspect of the conceptual framework of the USAO Teacher Education Program. Candidate characteristics are also examined by the Screening Committee and include: emotional stability; personal appearance; ability to speak and write correctly; adherence to professional ethics; personal integrity; and scholarship. Candidates are told at that time whether certain weaknesses exist and, if so, suggestions and recommendations are made to the candidate for correction.

NOTE: The application packet contains a checksheet to assist candidates to prepare for this interview (See Exhibit G).

4. The Screening Committee will then make a recommendation to the Teacher Education Committee.
5. The Teacher Education Committee will consider the recommendation and take action.
6. The candidate and his/her advisor are then notified in writing of the action of the Committee (See Exhibit H).
7. If the candidate is admitted to Teacher Education, he/she is issued an identification card.
8. If a candidate is rejected by the Committee, he/she may appeal the decision by pursuing the steps outlined in the Appeals Procedures.

Alternative Admission to Teacher Education

A candidate may also be eligible for Admission to Teacher Education according to the following requirements:

1. completion of a minimum of thirty (30) semester hours of college credit in an accredited institution of higher education five (5) or more years prior to application for admission to teacher education.
2. a minimum grade point average of 3.0 in the last thirty (30) semester hours of college work;
3. a minimum of fifteen (15) semester hours of required courses in the area of specialization with a minimum grade point average of 3.0;
4. satisfy the Oklahoma General Education Test requirement; and
5. completion of items 4-9 listed under the minimum requirements for admission to Teacher Education.

Teacher Education Professional Portfolios

As a part of the certification process in Oklahoma, preservice teachers must prepare a professional portfolio. The Professional Portfolio Handbook provides the rationale, procedures, and forms for completing the process at the University of Science and Arts of Oklahoma. The candidate has the responsibility for compiling, maintaining, and submitting the portfolio in accordance with the policies detailed in this handbook. The portfolio compilation is a process that spans the candidate's teacher preparation program. Candidates are introduced to portfolio requirements in Orientation to Teaching. Initial components are submitted at the time of admission to the USAO Teacher Education Program, and various components are submitted at intermediate checkpoints, with final assessment during the trimester of graduation (see Exhibit B).

The professional portfolio is a collection representing a candidate's best work, which documents achievement of program competencies specified by the Oklahoma State Department of Education. The portfolio provides candidates with a personal tool for reflecting upon their teaching skills, knowledge, and understanding.

These collections of authentic, learner-specific documents are also an acknowledgment that the development of a professional educator is an individualized process. They reflect the candidates' progress over a period of time and provide useful information in assessing the success of the program in meeting its goals. The portfolio has four major uses:

1. Documenting candidates' achievement of program competencies specified by the State Department of Education;
2. Providing graduates of the program with a "tool box" of relevant materials for their use in the profession and/or for use as a personal marketing tool in seeking employment;
3. Assessing the teacher certification programs; and
4. Improving the teacher certification programs by revealing patterns of success and/or deficiency.

Candidates exiting the teacher certification program must present appropriate documentation toward the attainment of the competencies of the programs in the form of a professional portfolio. This portfolio provides the tangible evidence that the individual is prepared to be an ethical, effective, informed, and reflective educator capable of independent practice and continued professional growth. The building process that leads to the product to be submitted should be a positive experience and will include many professional activities in the form of courses and assignments.

Clinical Experiences Covid-19 Statement?

Clinical experiences are an integral and gradual part of the Teacher Education Program. Initial experiences generally take place soon after a candidate expresses a sincere interest in a career in education and culminate during the professional trimester. Deaf Education candidates spend more than 150 hours involved in clinical experiences prior to the professional trimester. All other candidates spend a minimum of 20 clock hours in Level 1 experiences during Clinical Level 1 and 25 clock hours in Level 2 experiences during Clinical 2. Level 3 experiences, 15-110 clock hours, vary by specialty area and are generally arranged through collaboration between university faculty and content specialists in public schools. *Secondary and K-12 candidates are not required to complete Level 3 experiences. Faculty may offer various ways to offer Level 3 experiences if deemed necessary.* Candidates have further opportunities to participate in clinical experiences by enrolling in the Paraprofessional course offered during the Independent Study period each May. A description of this experience can be found each year in the Independent Study schedule as well as in the course syllabus. **All clinical experiences involve candidates working in an instructional environment with public school children under supervision of certified teachers.**

Level 1 and 2 Clinical Experience placement requests are reviewed by the Coordinator of Clinical Experiences to ensure that teacher education candidates have meaningful instructional experiences with:

1. culturally and economically diverse student populations;
2. candidates of different age and grade levels; and
3. a variety of school districts.

Depending on the program specialty area, clinical hours in applied settings may be required. Deaf Education candidates spend at least 150 hours in DFED Clinical 1 and 2; and Early Childhood candidates 110 hours in Level 3 experiences.

Level 4 clinical experiences are completed during the professional trimester. These experiences involve a minimum of 60 days, full-time, split between two school sites.

Candidates in any clinical experiences are expected to become familiar with the Code of Ethics of the Education Profession (Appendix C) and to conduct themselves in a professional manner at all times. **Failure to do so may result in candidates being given a grade of either “W” (withdraw) or “NP” (Not Passing).**

Background Checks

Recognizing that public trust is important to the education system and that those working with children are held to a high standard of conduct as well as knowledge and skill, the University of Science and Arts of Oklahoma has adopted the following Background Check Policy to assure our education partners that every effort is made to protect the safety of their students.

All college students enrolled in Clinical 1 classes will be required to complete a criminal background check process. Each student must be cleared through his/her background check before being allowed to begin the 20-hour classroom observation experience for Clinical 1 or DFED Clinical 1. Refusal to submit to a background check will result in the student’s withdrawal from the course.

If the background check is not clear, that student will receive notification by letter and will be required to drop the course. He/she may not reenroll until cleared by the background check process.

It is emphasized that only the Director of Teacher Education, Coordinator of Clinical Experiences and the college student’s faculty advisor will have knowledge of the results of the background check. All results will be held in strict confidence and on a “need to know” basis. A copy of the individual background check results will be provided to the individual upon written request to the Director of Teacher Education.

Candidates enrolling in Clinical 2 classes will be required to sign an affidavit verifying that they do not have any convictions, outstanding criminal charges or warrants of arrest pending in Oklahoma or in any other jurisdiction.

Teacher candidates applying for the professional trimester will be required to submit to a criminal background check during the application process. Results must be obtained and on file in the office of the Coordinator of Clinical Experiences before a candidate will be allowed to report to his/her first assignment. If the candidate’s background check is not clear, the application for the Professional Trimester will be denied. Denial notification will be sent to the teacher candidate via certified letter. It should be noted that the teacher candidate will be ineligible for future professional trimester opportunities until a subsequent background check clears them.

The Professional Trimester Covid-19 Statement?

The professional trimester is the culminating experience in the Teacher Education Program and generally occurs during the second trimester of the senior year. Since this Level 4 clinical experience formally signals entrance into the teaching profession, it should be approached in a professional manner. Prospective teacher candidates should **NOT** initiate any contact with schools or teachers concerning possible placement. All Level 4 placement requests must be made through the Coordinator of Clinical Experiences.

Minimum requirements for approval for the professional trimester are as follows:

1. admitted to teacher education;
2. achieved an overall minimum grade point average of 2.5 with 2.75 in the major area;
3. demonstrated the ability to speak and write correctly;
4. demonstrated a knowledge of the subject matter in the selected teaching field;
5. demonstrated evidence of social and intellectual maturity;

6. satisfied the English Proficiency requirement;
7. successfully completed the methods course(s) in his/her teaching field;
8. attended a pre-professional trimester meeting and applied for approval for the professional trimester no later than February 15, for candidates teaching in the fall trimester, and by October 1, for candidates teaching in the spring trimester.

Steps for Approval for the Professional Trimester

Steps involved in applying for approval for the professional trimester are as follows:

1. The spring or fall semester prior to the professional trimester, the candidate will be notified of and attend a pre-professional trimester meeting to review: the application form (Exhibit J), the Professional and Personal Data Form (Sample Exhibit K), the Preference Assignment Sheet (Exhibit L), and the graduation and licensure requirements.
2. The candidate will complete and return the appropriate application forms to the advisor.
3. The advisor will check and sign the forms and return them to the candidate.
4. The candidate will make an appointment with the Coordinator of Clinical Experiences to process all forms.
5. The Coordinator of Clinical Experiences will forward the forms to the Director of Teacher Education.
6. The candidate's scholastic, personal, interpersonal, and social characteristics will be reexamined by the Teacher Education Committee with the assistance of the candidate's major advisor.
7. After the Teacher Education Committee has acted upon the application, the Committee chair will notify the advisor. The candidate will also be provided written notification.
8. If a candidate is rejected by the Committee, he/she may appeal the decision by pursuing the procedures outlined below.

All candidates will be notified in writing of the professional trimester orientation meeting that they must attend prior to beginning their Level 4 experience.

Professional Trimester Policies

USAO has established the following policies in regard to the professional trimester:

1. Candidates must have the required GPAs at the time they make application for the professional trimester and maintain them until they begin their experience.
- NOTE: If a candidate does not have the required GPAs at the time of application, but is likely to have them by the time he/she begins the professional trimester, the candidate may appeal to the Teacher Education Committee (See Exhibit M).**
2. The professional trimester assignment MUST BE equivalent to a minimum of 60 full-time school days.
 3. The professional trimester is generally completed in public schools within a 50-mile radius of Chickasha. If a candidate requests and receives placement beyond the 50-mile radius, he/she will be required to pay mileage and other expenses incurred by the University supervisor in making the necessary visits.
 4. Candidates will not normally be assigned to schools with immediate family members in attendance or serving on the faculty, administration, or school board.
 5. Candidates will not normally be assigned to a school they attended as a student.
 6. Candidates will not enroll in more than one course in addition to the regular 12-hour block.

If these policies are not adhered to, candidates will be withdrawn from the professional trimester.

Professional Ethics

Admission to both the Teacher Education Program and the Professional Trimester at USAO requires that candidates adhere to the Code of Ethics of the Education Profession (See Appendix C). Any candidate found to

be in violation of this code may be denied entry either into the Teacher Education Program or to the Professional Trimester.

Appeals Procedures

If the Teacher Education Committee votes to reject an application to the Teacher Education Program or the professional trimester, the candidate may appeal the decision by pursuing the following steps (See Exhibit M):

1. Within ten (10) days of notification of rejection, the candidate will submit to the Chair of the Teacher Education Committee a request for a hearing before the Committee.
2. The Chair will schedule the hearing before the Committee within two (2) weeks of receipt of the request.
3. The candidate will appear before the Committee and may be accompanied by his/her advisor and/or legal counsel.

NOTE: If the hearing should fall between any one of the regularly scheduled breaks, the Chair will then schedule the hearing within the first two weeks of the next trimester.

If a satisfactory solution for both parties cannot be reached, the dissatisfied party may proceed as follows:

1. Submit a written request for a rehearing to the Vice President for Academic Affairs within ten (10) days of the completion of the first hearing.
2. The Vice President shall preside at the hearing before a committee consisting of the Director of Teacher Education, the candidate's departmental representative of the Teacher Education Committee, and three student members of the Teacher Education Committee.
3. The candidate will appear before this committee and may be accompanied by his/her advisor and/or legal counsel.
4. The decision of this committee shall be final.
5. If the decision is against the candidate, he/she may resubmit an application after all requirements have been met.

Student Grievance Procedures

The following procedures have been established for processing student grievances against the University or a member of the University community, other than a student or student group. Student grievances against other students or groups of students are resolved through procedures established by the Student Government Association.

The paramount function of these procedures is to determine whether an institutional error or an injustice has occurred and if so, what constitutes an appropriate redress for the grievance.

Students are encouraged to discuss their grievance informally with the Director of Student Services. Confidentiality is assured. For grievances against a faculty/staff member, the faculty/staff member and the departmental chairperson shall be informed in writing by the Director of Student Services.

A meeting between the student and faculty/staff member may be scheduled to attempt to resolve the grievance. If it is not resolved at this level, or if it is appropriate, a meeting with the faculty member, the student, the departmental chair, the Vice President of Academic Affairs and the Director of Student Services shall be scheduled.

If grievances cannot be resolved informally, the student may thoroughly explain the grievance in writing on the Report of Grievance and submit the form to the Director of Student Services. The Report of Grievance shall be referred to the chairperson of the Grievance Committee who shall convene the committee. Grievances against a departmental chairperson shall be referred to the Vice President of Academic Affairs.

The Grievance Committee consists of two members of the faculty, two members of the professional/classified staff, and two members of the Student Government Association, appointed by the Student Government Association President, with the confirmation of the Student Senate. Members of the Grievance Committee serve one-year terms. Committee members are absolved of any and all personal liability or responsibility for decisions made and actions taken by the committee (Regents, 1/77, revised 6/79, revised 6/82).

Advisement and Counseling

All candidates declaring an intent to complete a teacher certification program are assigned a teacher education advisor. During their orientation advisement session, the advisors discuss all program requirements and assessments with the candidates. This information is also provided to the candidates in written form and includes the “Milestone Checksheet” which lists the major requirements for being admitted to the Teacher Education Program, graduating from USAO, and obtaining an Oklahoma teaching license (See Exhibit N).

Candidates should meet with their program advisor each trimester as part of the enrollment process to review their progress in the program and enroll for the subsequent trimester. Candidates must also obtain their advisor’s signatures on all program forms related to admissions, professional trimester, and graduation. The Teacher Education Program takes no responsibility for the academic circumstances of candidates who choose to follow a schedule of course work other than the one suggested and approved by their advisors.

Although the education advisor is the candidate’s official counsel for all matters related to his/her particular certification and/or degree program, counseling services are also available to all candidates in the Student Services Office. However, if a problem, question, or concern should arise related to an academic situation, the teacher education advisor should be consulted first.

Two other individuals are also available for advisement in matters related to the Teacher Education Program in general: 1) The Director of Teacher Education is the contact person in all matters related to teacher education, licensure, and certification; and 2) The Coordinator of Clinical Experiences is the contact person in matters related to clinical experiences and the professional trimester.

Graduation

At the beginning of their senior year, candidates should check with their advisors for an evaluation of their program status and to review graduation and licensure application requirements. At this time, seniors should verify with their advisors the specific kind of teaching license for which they will be eligible to apply and the particular endorsement areas, if any, that should be included on the license application.

Upon enrolling in their final trimester, each senior must obtain an application for graduation from the Registrar’s Office. Deadline dates for filing the applications found each trimester in the schedule of classes should be carefully observed. An exit exam, taken in the candidate’s major area, is also a requirement for graduation. Candidates will be notified, in writing, of this exam. Exit exams for early childhood, elementary and deaf education majors are their respective Oklahoma Subject Area Test (OSAT).

Upon graduation, all courses included in program requirements in the respective majors must be shown on the transcript, with any exceptions to the university graduation or program requirements noted on the General Education Equivalency form and/or the respective program forms. Ordinarily, only transfer candidates need be concerned with such exceptions.

To apply for a teaching license, a separate form must be completed. Procedures for obtaining licensure and certification are described in this handbook under the following section entitled “Certification.”

Graduation Without Certification

An elementary or early childhood education major admitted to the Teacher Education Program may apply to receive a degree in Elementary or Early Childhood Education, not eligible for recommendation for certification:

1. when a student realizes that teaching is no longer his/her chosen profession, but he/she wishes to complete a degree in Education without certification rather than change majors;
- OR
2. when career goals require a degree in education without teacher certification.

A student receiving a degree in Education without certification MUST:

1. notify his/her advisor in writing, prior to completion of the professional trimester, the desire to pursue an Education degree without certification, naming one of the two reasons listed above as the basis for the request;
2. complete the appropriate agreement form in triplicate, submitting one to the advisor, one to the Director of Teacher Education and one to the Coordinator of Clinical Experiences;
3. with the exception of the 12-hour professional trimester block, successfully complete all the courses and clinical experiences required for a degree;
4. follow all policies, procedures, and regulations outlined in the Teacher Education Handbook and University of Science and Arts of Oklahoma catalogue related to teacher education;
5. satisfy all requirements for progression;
6. select, with the approval of his/her advisor and the Director of Teacher Education, and complete 12 additional hours of electives for a minimum of 124 hours.

A student who chooses to receive the Bachelor's Degree in Education without certification is not eligible for recommendation for certification by the USAO Teacher Education Program.

Certification

Successful completion of the respective university-approved Teacher Education Program is the first step toward obtaining teacher certification from the Oklahoma State Department of Education. In addition to meeting university program and graduation requirements, to obtain an initial Oklahoma teaching license each applicant must:

1. submit a satisfactory professional portfolio Final Assessment Report to the Director of Teacher Education;
2. earn a minimum score on the Certification Examinations for Oklahoma Educators (CEOE). These include: the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Tests (OSAT), and the Oklahoma Professional Teaching Exam (OPTE), and
3. satisfy the foreign language competency requirement (See Exhibit I).
4. Complete the Oklahoma Teacher Licensure Criminal History Background Search Process.

The CEOE assessments are criterion referenced and competency based. The purpose of the CEOE is to help ensure that certified teachers have the knowledge and skills that are important for the job of an educator in Oklahoma public schools. The first test in this series, the OGET, assesses state core general education knowledge and skills, including critical thinking, computation, and communications. USAO recommends that candidates take the OGET upon completion of the majority of the college's general education requirements.

The second test, the OSAT, assesses the subject matter content in the candidate's teaching specialty area and may be taken upon completion of 90 semester hours of course work in a teacher preparation program. For EDUCATION majors (Deaf Education, Elementary Education, and Early Childhood Education), the OSAT is the **required** USAO exit exam and must be taken prior to graduation. USAO generally recommends candidates take OSAT exam(s) the trimester prior to the professional trimester.

The third test, the OPTE, covers the professional education competencies. This test may be taken after completing 90 hours in a teacher preparation program. However, completion of a significant number of professional education classes is recommended. USAO recommends that candidates take the OPTE during their professional trimester.

It is recommended that all candidates seeking certification plan to complete the three exams (OGET, OSAT, and OPTE) before graduation so that the license application may be processed without delay upon graduation. It is important to complete the required course work before attempting to take the exams. Successful completion of all program and license requirements qualifies the applicant to apply for an initial teaching license.

To apply for an Oklahoma teaching license, a candidate must be recommended by both the respective department and the Teacher Education Committee. Each advisor will submit to the Director of Teacher Education, for action by the Teacher Education Committee, the name of and departmental recommendation for each candidate who has completed the required program. After the committee action and candidate completion of all requirements, the Certification Officer will process an application for initial certification for the individual candidate.

During the candidate's professional trimester, the candidate will obtain an application form from the Teacher Education Office and return it to the same office. The Certification Officer will begin an online (Oklahoma SDE) procedure with the State Department of Education upon successful completion of all requirements by the candidate. The candidate will be notified via email by the Certification Officer to complete the online procedure. After the candidate completes the online procedure, the State Department will process and mail the teaching license directly to the applicant.

NOTE: Candidates should initiate the Criminal History Background Search Process (OSBI/FBI fingerprint) before turning in their certification application, usually when applying for the Professional Trimester.

Candidates who are interested in teaching in other states should consult that state's Department of Education website for application procedures in the respective state. Candidates need to initiate this process well in advance of the date when the teaching certificate will be needed. It is generally advised to obtain Oklahoma certification, making out-of-Oklahoma certification easier to obtain.

Minor In Education

A minor in education is available for a student pursuing a major in Art, Physical Education, English, Mathematics, Natural Science, Social Studies or Music. A student must be successfully admitted to the Teacher Education Program to be able to enroll in any 3000 or 4000 level Professional Education course. [Note: All requirements for admission to the Teacher Education Program must be met.]

Number credit hours included.

18 hours (for Music major)

19 hours (for Art, English, Mathematics, Natural Science, & History majors)

20 hours (for Physical Education major)

Listing of all required courses, and the suggested electives.

16 hours, including: EDUC 2002, Orientation to Teaching

EDUC 2011, Level 1 Clinical Experience

EDUC 2022, Education of the Exceptional Child

EDUC 2103, Human Growth and Development

EDUC 3102, Educational Psychology

EDUC 3203, School and Society

EDUC 3211, Level 2 Clinical Experience

EDUC 4442, Classroom Management and Evaluation Theory

Plus, the Methods Course corresponding to the appropriate major: (2 or 3 or 4 hours)

ART 3273
PHED 3104
ENGL 4763
MATH 4463
NCSI 4463
HIST 4763
MUSC 4552 or MUSC 4562 or MUSC 4572

Alternative Paths to Teacher Certification

USAO believes that its teacher preparation programs are designed to produce effective, informed and reflective teachers, who are capable of innovative, independent practice and continued professional growth. USAO recognizes alternative pathways to teacher certification through Oklahoma's Alternative Placement Program.

Candidates choosing to seek certification through Oklahoma's Alternative Placement Program can complete a degree program of their choice and apply to the Oklahoma State Department of Education for the Alternative Placement Program. Once accepted into the Alternative program, they can file with the Director of Teacher Education for permission to take professional education classes as required by the State Department of Education.

Career Placement Services

During the professional trimester candidates may solicit the assistance of the Career Services Office in interviewing, resume writing, and reference building. It is the candidate's responsibility to initiate the accumulation of these documents.

Professional Organizations

The teacher education faculty and students are members of various local, state, regional, and national professional organizations. These organizations not only provide members with special benefits and opportunities for professional growth and development, but also help keep them informed about current issues, practices, and trends. Candidates and faculty frequently attend local, state, and national conferences.

Students may join the Student National Education Association (SNEA) or the Association of Professional Oklahoma Educators (APOE) and various professional organizations related to their respective disciplines. The Division of Education and Speech-Language Pathology sponsors the SNEA. The organization plans a full schedule of meetings on professional topics as well as service projects and social activities each year. In addition, student members have the opportunity to attend conferences where they meet prominent state and national education leaders. Another advantage of SNEA or APOE is liability insurance, which automatically covers a candidate during clinical experiences in schools.

USAO sponsors a chapter of Kappa Delta Pi, an international honor society in education. The Pi Omega Chapter was chartered February 26, 1985. Kappa Delta Pi is open to all students in teacher education who have been admitted to teacher education, have a GPA of 3.00 or higher, and have completed a minimum of 50 hours of credit.

The Deaf Education Program sponsors the American Sign Language (AMESLAN) culture club. The purpose of this club is to introduce hearing people to the deaf culture and is open to anyone wanting to learn more about deafness.

The Speech-Language Pathology Program sponsors a local chapter of the National Student Speech-Language Hearing Association (NSSLHA), a national organization affiliated with the American Speech-Language Hearing Association (ASHA). Its purpose is to help students in speech-language pathology become involved in their future profession.

Candidates in all specialty areas are encouraged to explore professional organizations at the university, state, regional or national level available to them.

Conclusion

The Teacher Education Program at the University of Science and Arts of Oklahoma provides many services and facilities to assist students as they progress toward their career goals. It is their responsibility to avail themselves of these opportunities and to follow the policies and procedures discussed in this handbook.

Finally, the requirements and procedures outlined in this handbook are subject to change without notice. **It is the student's responsibility to keep abreast of changes taking place in Teacher Education.**

MAJOR POLICIES ADOPTED BY THE
TEACHER EDUCATION COMMITTEE SINCE 1980

1. Grade Point Average standards were changed as follows:
 - a. Admission to Teacher Education requires an overall GPA of 2.5.
 - b. Approval to Student Teach requires an overall GPA of 2.5 and a GPA of 2.75 in the major area.The new grade point average will apply to students, who take Orientation to Teaching after August, 1980 or those who enroll as freshman after the Second Trimester of 1979-80.
Adopted 2-19-80.
2. Education students will be given a proficiency test, which measures oral English in addition to voice quality and oral reading skill. Any student who fails to show proficiency at the time of application to Teacher Education will be required to remediate the deficiencies according to the advice of a special standing committee.
Adopted 3-18-80
3. Students entering a Teacher Education Program at USAO who hold a valid teaching certificate completed at this institution or at another Oklahoma institution must be readmitted to Teacher Education if more than five years has elapsed since they were last admitted to Teacher Education. Those students who have completed a certification program and/or who were admitted to Teacher Education at another Oklahoma college or university within the last five years must be admitted to Teacher Education at USAO. This admission may be completed through the reciprocity process. However, students admitted through reciprocity must still meet the criteria as established for admission to Teacher Education at USAO.
Adopted 9-23-80; Changed 12-9-86
4. Admission to Teacher Education is a prerequisite to enroll in all four-thousand level elementary methods courses.
Adopted 9-23-80; Changed 7-18-95
5. Revised Faculty Development Plan was approved for all faculty involved in Teacher Education.
Adopted 6-22-82
6. Students completing Education 2002, Orientation to Teaching, after the summer of 1984 will be required to complete the new professional education program. Students completing Education 2002, Orientation to Teaching, prior to fall of 1984 may finish under the old standards; however, they must be admitted to Teacher Education before the fall of 1985. All students admitted to the Teacher Education program after the summer of 1985 will be required to meet the new professional education standards. A student completing a certification program after January 1, 1989 will meet the new professional education standards.
Adopted 3-20-84
7. The following guideline was developed to assist the Faculty Development Committee in determining which faculty activities should be approved as meeting the requirements for Public School Involvement: The activity must demonstrate mutual involvement for mutual benefit between the USAO faculty member(s) and public school students and/or personnel.
Adopted 11-20-84.
8. A grade of "C" or better is required in the following courses or their equivalent:
 - IDS 1013, Rhetoric and Public Speaking
 - IDS 1113, Writing I
 - IDS 1123, Writing II
 - EDUC 2002, Orientation to Teaching

Students who have a deficiency identified by the Teacher Education Committee but who still meet the stated minimum requirements may be conditionally admitted to Teacher Education. The condition and method of remediation will be outlined in writing by the committee. The condition must be met before the student makes application for approval to student teach.

Adopted 3-26-85; Changed 11-21-89, 10-18-94

9. Once students are admitted to the Teacher Education Program at USAO, they need not be readmitted as stated in an earlier policy.
NOTE: This policy supersedes a similar policy adopted in 1980.
Adopted 12-9-86
10. Beginning with the Spring Trimester, 1990, students will be required to take the PreProfessional Skills Test as a part of the requirements for admission to Teacher Education.
Adopted 9-19-89
Changed 1-26-96
11. A motion was approved to change the number of hours for admission to Teacher Education to thirty (30) semester hours; with the addition of IDS 1223, Math in the Modern World, with a grade of "C" or better.
Adopted 11-21-89
12. Orientation to Teaching (EDUC 2002) is no longer a requirement for admission to Teacher Education.
Adopted 10-18-94.
13. One recommendation for admission to Teacher Education will be required from a public school teacher or principal.
Enrollment in 3000 and 4000 level education classes will have admission to Teacher Education as a prerequisite. Students not admitted will not be allowed to enroll early in these classes unless they have (a) completed their application, (b) signed up for an interview with the screening committee, and (c) written permission from the Director of Teacher Education on their enrollment forms.
NOTE: This policy supersedes the earlier policy adopted 9-23-80.
Adopted 7-18-95
14. Beginning fall, 1996, students wishing to be admitted to Teacher Education will be required to pass the Praxis Core or have a 3.0 grade point average in a minimum of 20 hours of liberal arts classes or have a bachelor's degree.
NOTE: This policy supersedes the earlier policy adopted 9-19-89.
Adopted 1-26-96; Changed 5-24-02 as per State Regent Policy
15. Students who do not have the required grade point averages at the time they apply to student teach but have a strong likelihood of achieving such upon completion of their current course work, may appeal to the Teacher Education Committee via the student teaching appeal contract.
Adopted 4-16-96
16. Students using a bachelor's degree to meet the Praxis Core requirement must complete the following tasks before they can begin their student teaching experience:
 - A. Fulfill all requirements for admission to the Teacher Education Program;
 - B. Complete the admission to Teacher Education packet and have application forms, including recommendations, signed and on file in the Education Office;
 - C. Interview with the Screening Committee;
 - D. Attend the pre-student teaching meeting and submit the professional trimester application forms by the indicated deadline; and
 - E. Attend the student teaching orientation meeting.Adopted 6-18-96

17. Beginning fall, 1997, students must fulfill the foreign language competency requirement for admission to Student Teaching.
Adopted 3-25-97; Changed 11-17-98
18. Beginning in the fall of 1999, the foreign language competency, if applicable, must be satisfied prior to graduation/certification.
NOTE: This policy supersedes the earlier policy adopted 3-25-97.
Adopted 11-17-98
19. Candidates admitted to Teacher Education after September 1, 2000 must have a grade of “C” or better in all professional education courses in order to be recommended for certification.
Adopted 3-21-00
20. Conversational language courses can be used to satisfy the foreign language competency requirement.
Adopted 4-18-00
21. In the specialty area, methods or content classes specifically designed for the Elementary Program, (candidates) must maintain a “C” or better grade. (NOTE: Applicable to candidates admitted to Teacher Education after Jan. 1, 2001)
Adopted 10-17-00
22. Students seeking admission to Teacher Education are required to pass the PRAXIS CORE or have a 3.0 grade point average in a minimum of 20 hours of liberal arts classes or have a bachelor’s degree or pass the OGET.
NOTE: This policy supersedes the earlier policy adopted 1-26-96.
Adopted 5-24-02 State Regent Policy
23. Candidates entering the Deaf Education Teacher Preparation program after January 1, 2004, must earn a grade of “C” or better in all Deaf Education coursework in order to be recommended for licensure.
Adopted 10-21-03
24. A CLEP score of 65 or higher on the Introduction to Educational Psychology CLEP exam is required for USAO credit for EDUC 3102, Education Psychology.
Adopted 11-1-03
25. Add the following requirement for Admission to Teacher Education: Satisfactorily demonstrate proficiency in written English by
 - a. completing Writing I and Writing II, or equivalent courses, with A’s and/or B’s, or
 - b. earning an acceptable score on the writing portion of the OGET, or
 - c. earning an acceptable score on the writing portion of the PPST, or
 - d. earning an acceptable score on the CAAP Essay test.Adopted 7-20-04
26. The Teacher Education English Proficiency Policy (7-20-04) will take effect January 1, 2005.
Adopted 8-26-04
27. Provision was made for the option of a degree in Early Childhood Education or Elementary Education without eligibility for certification recommendation.
Adopted 9-21-04, Curriculum Change Process
28. Candidates may take/pass ACTFL written or oral test to satisfy novice high proficiency in foreign language.
Adopted 3-22-05

29. Beginning fall 2006, student teaching will change from four days per week to 4 ½ days per week.
Adopted 9-20-05
30. The Foreign Language Policy was changed to read: “Transfer students with one semester of a foreign language with a “C” or better are only required to pass the second semester of the same language with a “C” or better.” The new policy will take effect in the summer of 2006.
Adopted 4-18-06
31. Professional Disposition Policy passed. (See page 10 and Exhibit F)
Adopted 9-18-07
32. Background Check Policy passed. (See page 32)
Adopted 3-25-08
33. Diversity Proficiencies adopted. (See page 11)
Adopted 3-25-08
34. Minimum grade of “C” in all coursework in Early Childhood specialty area is required for Early Childhood majors.
Adopted 10-21-08 (effective Fall 2009)
35. Minor in Education was developed. (See page 39)
Adopted 3-24-09
36. A score of 3.5 or higher on the CAAP Essay exam is required when used to demonstrate English Proficiency.
Adopted 9-15-09
37. Programs to add Elementary Education to Early Childhood, add Early Childhood to Elementary Education, add Elementary Education to Deaf Education, or Early Childhood to Deaf Education were developed.
Adopted 11-17-09. Approved by OCTP 1-25-10.
38. Co-Teaching (Student Teaching) model adopted for Professional Trimester to begin Fall 2013.
Adopted 11-20-12
39. Candidates will include in their portfolios a reflection over the USAO Diversity Proficiencies.
Adopted 2/19/13
40. Expand the Alternative Placement Policy to include individuals with similar course requirements stated in an official letter from the Oklahoma State Department of Education.
Adopted 3/22/16
41. Remove the requirement of admission to teacher education from ART 3262, Public School Art.
Adopted 1/23/18
42. Students seeking admission to Teacher Education are required to pass the PRAXIS CORE OR have a 3.0 grade point average in a minimum of 30 hours of general education classes OR have a composite ACT score of 22 with writing section included; SAT total score of 1120 including the following scores on the essay section: 5 on Reading, 4 on Analysis, and 5 on Writing OR have a bachelor’s degree OR pass the OGET.
NOTE: This policy supersedes the earlier policy adopted 5-24-02.
Adopted 9/17/19 (General Education) State Regent Policy; (ACT) CEQA Policy

APPENDIX A

TEACHER EDUCATION COMMITTEE BYLAWS

ARTICLE I – NAME

This organization shall be called the University of Science and Arts of Oklahoma (USAO) Teacher Education Committee.

ARTICLE II – PURPOSE

The Committee shall develop the Teacher Education Program and support and strengthen the relationships among the University and the various school systems. It will be responsible for developing and administering all policies that govern Teacher Education. The Committee shall make decisions on admission to the Teacher Education and Professional trimester Programs and shall approve all program requirements. It shall continually evaluate and modify programs in Teacher Education.

ARTICLE III – MEMBERS

The Teacher Education Committee functions directly under the Vice President for Academic Affairs and is the governing body for the Teacher Education Programs. The membership of the organization shall consist of one faculty member from each area with a certification program. In addition, the Committee shall include four students, one public school teacher, one public school administrator, the Coordinator of Clinical Experiences, the Assessment Coordinator, and the Director of Teacher Education. The Vice President for Academic Affairs and the IDS Coordinator shall be ex officio members of the committee.

ARTICLE IV – OFFICERS

Section 1 – Officers: The officers of the Committee shall be a Chair and a Secretary.

- A. Chair –The Chair of the Teacher Education Committee shall be appointed by the President of USAO. In the event that the Chairman of the Division of Education is not the Director of Teacher Education, the Division Chairman shall serve as an ex officio member on the committee.

The Chair shall:

1. Preside at the meetings of the Committee.
2. Appoint standing and special subcommittees except as otherwise provided by the Bylaws.

- B. Secretary – The Teacher Education Committee shall appoint a member of the committee to serve as a secretary.

The Secretary shall:

1. Record all proceedings of the Committee.
2. Prepare and distribute the minutes five days prior to regular Committee meetings.

Section 2 – Appointments: All appointments to the Teacher Education Committee shall be for one year as designated by the President of USAO.

ARTICLE V – MEETINGS

Section 1 – Meetings: The regular meeting of the Committee shall be held on the third Tuesday of each month during each trimester unless otherwise ordered by the Committee.

Section 2 – Called Meetings: The Chairman may call special meetings if the need arises.

Section 3 – Quorum: A simple majority of members with assigned duty on campus shall constitute a quorum. No official decision shall be made in the absence of a quorum.

ARTICLE VI – SUBCOMMITTEES

Section 1 – Admissions Screening Committee – To assist the Teacher Education Committee in carrying out its function, the Admissions Screening Committee shall be appointed by the Chairman of the Teacher Education Committee to screen all applicants seeking admission to the Teacher Education Program. The subcommittee shall interview each applicant for admission and make recommendations to the Teacher Education Committee. If possible, a faculty member from Speech and Hearing shall be included in the Admissions Screening Committee.

Section 2- Teacher Education Faculty Development Committee – The functions and the responsibilities of this committee are detailed in the USAO Teacher Education Faculty Development Plan which was adopted June 22, 1982.

Section 3 – Special or Standing Subcommittees: Such other subcommittees, standing or special, shall be appointed by the Chairman of the Teacher Education Committee or the Teacher Education Committee shall, from time to time, deem necessary to carry on the work of the Teacher Education Committee. The Chairman shall be an ex officio member of all subcommittees.

ARTICLE VII – SUPPORT SERVICES

Support services, such as clerical work concerning meeting notices and minutes, shall be provided by the secretary of the Division of Education or as designated by the Chairman of the Committee.

ARTICLE VIII – DISSEMINATION OF INFORMATION

Minutes of any Committee meetings shall be distributed to all interested parties.

ARTICLE IX – PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert’s Rules of Order Newly Revised shall govern the Committee in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and any special rules of order the Committee may adopt.

ARTICLE X – AMENDMENTS

By-laws may be amended at any regular meeting of the Committee by a two-thirds vote, provided that the proposed amendment has been submitted in writing to the members of the Committee at least 15 days in advance of the meeting.

ARTICLE XI – FURTHER INFORMATION

Further information regarding the organizational structure, the responsibilities of the Teacher Education Committee, its overall function and directives may be found in the Teacher Education Handbook published by the Teacher Education Committee at USAO.

APPENDIX B

TEST FRAMEWORK FOR THE OKLAHOMA GENERAL EDUCATION TEST
(OGET)

CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS (CEOE)

FIELD 74: OKLAHOMA GENERAL EDUCATION TEST (OGET)

FRAMEWORK

	Subarea	Range of Competencies
I.	Critical Thinking Skills: Reading and Communications	01-05
II.	Communication Skills	06-08
III.	Critical Thinking Skills: Mathematics	09-11
IV.	Computation Skills	12-14
V.	Liberal Studies: Science, Art and Literature, Social Sciences	15-20
VI.	Critical Thinking Skills: Writing	21

**CERTIFICATION EXAMINATIONS FOR
OKLAHOMA EDUCATORS**

FIELD 74: OKLAHOMA GENERAL EDUCATION TEST

FRAMEWORK

Critical Thinking Skills: Reading and Communications
Communication Skills
Critical Thinking Skills: Mathematics
Computation Skills
Liberal Studies: Science, Art and Literature, Social Sciences
Critical Thinking Skills: Writing

SUBAREA I – CRITICAL THINKING SKILLS: READING AND COMMUNICATIONS

Competency 0001

Identify a writer’s point of view and intended meaning.

The following topics are examples of content that may be covered under this competency.

Identify the statement that best expresses the main idea of a paragraph or passage.

Recognize ideas that support, illustrate, or elaborate the main idea of a paragraph or passage.

Use the content, word choice, and phrasing of a passage to determine a writer’s opinions or point of view (e.g., belief, position on an issue).

Competency 0002

Analyze the relationship among ideas in written material.

The following topics are examples of content that may be covered under this competency.

Identify the sequence of events or steps presented in technical, scientific, or research material.

Identify cause-effect relationships from information in a passage.

Analyze relationships between ideas in opposition (e.g., pro and con).

Identify a solution to a problem presented in a passage.

Draw conclusions inductively and deductively from information stated or implied in a passage.

Competency 0003

Use critical reasoning skills to evaluate written material.

The following topics are examples of content that may be covered under this competency.

Draw valid conclusions using information from written communications.

Recognize the stated or implied assumptions on which the validity of an argument depends.

Determine the relevance or importance of particular facts, examples, or graphic data to a writer’s argument.

Use inductive and deductive reasoning to recognize fallacies in the logic of a writer’s argument.

Evaluate the validity of analogies used in written material.

Distinguish between fact and opinion in written material.

Assess the credibility, objectivity, or bias of the writer or source of written material.

Competency 0004

Recognize the roles of purpose and audience in written communication.

The following topics are examples of content that may be covered under this competency.

Recognize a writer’s stated or implied purpose for writing (e.g., to persuade, to describe).

Evaluate the appropriateness of written material for a specific purpose of audience.

Recognize the likely effect on an audience of a writer’s choice of a particular word or words (e.g., to evoke sympathy, to undermine an opposing point of view).

Competency 0005

Recognize unity, focus, and development in writing.

The following topics are examples of content that may be covered under this competency.

Recognize unnecessary shifts in point of view (e.g., shifts from first to third person) or distracting details that impair the development of the main idea in a piece of writing.

Recognize revisions that improve the unity and focus of a piece of writing.

Recognize examples of well-developed writing.

SUBAREA II – COMMUNICATION SKILLS

Competency 0006

Recognize effective organization in writing.

The following topics are examples of content that may be covered under this competency.

Recognize methods of paragraph organization.

Reorganize sentences to improve cohesion and the effective sequence of ideas.

Recognize the appropriate use of transitional words or phrases to convey text structure (e.g., however, therefore).

Competency 0007

Recognize sentences that effectively communicate intended messages.

The following topics are examples of content that may be covered under this competency.

Recognize ineffective repetition and inefficiency in sentence construction.

Identify effective placement of modifiers, parallel structure, and use of negatives in sentence formation.

Recognize imprecise and inappropriate word choices.

Competency 0008

Recognize standard conventions of formal written English usage in the United States.

The following topics are examples of content that may be covered under this competency.

Recognize the standard use of verb forms.

Recognize the standard use of pronouns.

Recognize the standard formation and use of adverbs, adjectives, comparatives and superlatives, and plural and possessive forms of nouns.

Recognize standard punctuation.

Identify sentence fragments and run-on sentences (e.g., fused sentences, comma splices).

Identify standard subject-verb agreement.

SUBAREA III – CRITICAL THINKING SKILLS: MATHEMATICS

Competency 0009

Solve problems involving data interpretation and analysis.

The following topics are examples of content that may be covered under this competency.

Interpret information from line graphs, bar graphs, histograms, pictographs, and pie charts.

Interpret data from tables.

Recognize appropriate representations of various data in graphic form.

Competency 0010

Apply mathematical reasoning skills to analyze patterns and solve problems.

The following topics are examples of content that may be covered under this competency.

Draw conclusions using inductive reasoning.

Draw conclusions using deductive reasoning.

Competency 0011

Solve applied problems using a combination of mathematical skills (including word problems involving one and two variables).

The following topics are examples of content that may be covered under this competency.
Apply combinations of algebraic skills to solve problems.
Apply combinations of mathematical skills to solve a series of related problems.
Identify the algebraic equivalent of a stated relationship.
Identify the proper equation or expression to solve word problems involving one or two variables.

SUBAREA IV – COMPUTATION SKILLS

Competency 0012

Solve word problems involving integers, fractions, decimals, and units of measurement.

The following topics are examples of content that may be covered under this competency.
Solve word problems involving integers, fractions, and decimals (including percentages).
Solve word problems involving ratio and proportions.
Solve word problems involving units of measurement and conversions (including scientific notation).

Competency 0013

Graph and solve algebraic equations with one and two variables.

The following topics are examples of content that may be covered under this competency.
Graph numbers or number relationships.
Find the value of the unknown in a given one-variable equation.
Express one variable in terms of a second variable in two-variable equations.

Competency 0014

Solve problems involving geometric figures.

The following topics are examples of content that may be covered under this competency.
Solve problems involving two-dimensional geometric figures (e.g., perimeter and area problems).
Solve problems involving three-dimensional geometric figures (e.g., volume and surface area problems).

SUBAREA V – LIBERAL STUDIES: SCIENCE, ART AND LITERATURE, SOCIAL SCIENCES

Competency 0015

Understand and analyze major scientific principles, concepts, and theories, and apply skills, principles, and procedures associated with scientific inquiry.

The following topics are examples of content that may be covered under this competency.
Analyze the nature of scientific thought and inquiry.
Use an appropriate illustration or physical model to represent a scientific theory or concept.
Relate major scientific principles, concepts, or theories to everyday phenomena.
Apply scientific methods and principles to assess real-world questions or problems.

Competency 0016

Understand and analyze the historical development and cultural contexts of science and technology and the impact of science on society.

The following topics are examples of content that may be covered under this competency.
Analyze the historical development and impact of key scientific ideas and discoveries.
Evaluate factors that have promoted or hindered developments in science and technology.
Assess the implications of recent developments in science and technology.

Competency 0017

Understand, interpret, and compare representations from the visual and performing arts from different periods and cultures, and understand the relationship of works of art to their social and historical contexts.

The following topics are examples of content that may be covered under this competency.
Identify and evaluate major historical and contemporary developments and movements in the arts.

Interpret and compare representations of works of art from different periods and cultures in terms of form, subject, theme, mood, or technique.

Analyze ways in which the content of a given work of art reflects or influences a specific social or historical context.

Competency 0018

Understand, interpret, and compare examples of literature from different periods and cultures, and understand the relationship of works of literature to their social and historical contexts.

The following topics are examples of content that may be covered under this competency.

Identify and evaluate major historical and contemporary developments and movements in world literature.

Interpret and compare works of literature from different periods and cultures in terms of form, subject, theme, mood, or technique.

Analyze ways in which the content of a given work of literature reflects or influences a specific social or historical context.

Competency 0019

Understand and analyze the major political, social economic, scientific, and cultural developments that shaped the course of history.

The following topics are examples of content that may be covered under this competency.

Demonstrate an understanding of the principal characteristics and important cultural values of the major civilizations of Asia, Africa, Europe, and the Americas.

Evaluate the influence of varied ideas, movements, and historical developments on Western religious, artistic, scientific, and political ideas and beliefs (e.g., the Renaissance, the Reformations, and the French Revolution).

Analyze the major causes of varied historical developments (e.g., the Industrial Revolution, Colonialism) and evaluate their impact on the politics and culture of the modern world.

Demonstrate knowledge of the major political movements of the twentieth century and analyze their influence on contemporary societies.

Demonstrate an understanding of significant individuals, movements, ideas, and conflicts that have shaped U.S. history and culture (e.g., the Civil War, the New Deal).

Competency 0020

Understand and analyze the concepts of freedom, diversity, and tolerance, their historical development, and their influence in human history.

The following topics are examples of content that may be covered under this competency.

Demonstrate an understanding of the democratic principles embodied in the Declaration of Independence and the United States Constitution.

Analyze ways in which the evolution of democracy reflects a specific social or historical context.

Evaluate movements that have influenced the concepts of freedom, diversity, and tolerance.

SUBAREA VI – CRITICAL THINKING SKILLS: WRITING

Competency 0021

Prepare an organized, developed composition in edited English in response to instructions regarding content, purpose, and audience.

The following topics are examples of content that may be covered under this competency.

Demonstrate the ability to prepare a unified and focused piece of writing on a given topic using language and style appropriate to a specified audience, purpose, and occasion.

Demonstrate the ability to take a position on a contemporary social or political issue and defend that position with reasoned arguments and supporting examples.

Demonstrate the ability to use effective sentence structure and apply the standards of edited English.

Demonstrate the ability to spell, capitalize, and punctuate according to the standards of edited English.

APPENDIX C
CODE OF ETHICS OF THE EDUCATION PROFESSION
Adopted by the 1975 NEA Representative Assembly, Amended 2010
PREAMBLE

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator—

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

Principle II

Commitment to the Profession

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

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

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

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

APPENDIX D
EXHIBITS A-N

EXHIBIT A

USAO Teacher Education Component and Specialty Area Program

Program No.	Component Programs	
1	General Education	
2	Professional Education	
	Specialty Area Programs	Certification Level
3	Art Education	PK-12
4	Deaf Education	PK-12
5	Early Childhood Education	PK-3
6	Elementary Education	1-8
7	English	6-12
8	Health/Physical Education/ Recreation Education	PK-12
9	Mathematics	5-12
10	Music (Vocal/Instrumental)	PK-12
11	Science	6-12
12	Social Studies	6-12

USAO Teacher Education Component and Specialty Area Programs with Certification Levels.

EXHIBIT B

GENERAL PROCESS OF DEVELOPING THE PORTFOLIO

Overview of Portfolio Process:

Portfolio requirements will be introduced in the Orientation to Teaching class (EDUC 2002). Upon enrolling in the Orientation to Teaching class, candidates enroll in Portfolio and begin collecting the documents/artifacts required in each competency area. Candidates should also begin writing their reflection essays. A summary of these requirements is also located in the most recent Teacher Education Handbook.

Transfer students NOT enrolling in the Orientation to Teaching class should consult their advisor and contact the instructor for Orientation to Teaching and make arrangements to sit in on the class(es) that address portfolio requirements.

Portfolio Checkpoints:

Progress on the portfolio is evaluated at six specified checkpoints. The candidate is responsible for attaching all evaluation pages in the Evaluation section. Faculty members will record progress on the progress evaluation checksheets in the Evaluation section.

Portfolio Checkpoint #1 Admission to the Teacher Education Program

- As part of the admission process to the Teacher Education Program, candidates are required to have their portfolio ready for submission to the Teacher Education Screening Committee interview. Items listed on the checksheet for Checkpoint #1 should be attached. At this point, the Portfolio should contain a minimum of two reflections and corresponding artifacts.

Portfolio Checkpoint #2 Level 2 Clinical Experiences

- In EDUC 3211, Level 2 Clinical Experiences OR DFED 3042, Deaf Ed. Level 2 Clinical Experiences, candidates are required to address six additional competencies with artifacts and reflection essays. This will give the candidate a total of eight reflections and accompanying artifacts.

Portfolio Checkpoint #3 EDUC 3102 Educational Psychology

- In EDUC 3102 Educational Psychology candidates are required to address two additional competencies with artifacts and reflection essays. This will give the candidate a total of ten reflections and accompanying artifacts.

Portfolio Checkpoint #4 EDUC 4442 Classroom Management and Evaluation Theory

- In Education 4442, Classroom Management and Evaluation Theory, candidates are required to submit a total of twelve reflection essays with corresponding artifacts. Two competencies will be evaluated for full completion based on two reflections/artifacts for each competency. An unofficial transcript will be included. Instructor and peer evaluations will be completed at this checkpoint.
- Faculty in other classes, advisors, and supervisors may require candidates to submit specific items of evidence and critique/reflection essays.

Portfolio Checkpoint #5 Preliminary Evaluation (IDS 4522 Senior Seminar, EDUC 4512 Professional Portfolio Preparation or with Faculty Advisor)

- Preliminary Assessment Report: The candidates' professional portfolios will be submitted for preliminary review either through the Senior Seminar class (IDS 4522—Education Section), Professional Portfolio Development (EDUC 4512), or their faculty advisor. Candidates should

complete two or three entries (Reflection/Artifact) as required for each of the ten professional competencies at the Preliminary Assessment Checkpoint. **Preliminary assessment must be completed before the portfolio is submitted for final assessment.** The “Preliminary Assessment Report” will be used to rate the portfolio items.

Following Portfolio Checkpoint #5 (Preliminary Evaluation) and Prior to Portfolio Checkpoint #6 (Final Evaluation):

- Check the deadline for submitting your portfolio for final assessment so that you can make the necessary modifications and submit your portfolio before the appropriate deadline. This is a requirement for licensure.
- Make all corrections noted on your preliminary evaluation form. Go through your portfolio **thoroughly** and make any necessary modifications. **Do not submit any portion of your portfolio that has editing marks.**
- **Add evidence from the Professional Trimester as a “C” for the following competencies: 3, 4, 6, 7, and 9.**
- To be recommended for certification, you must receive an evaluation of three or better on **each** of the 10 competencies and at least a three on your overall portfolio. Therefore, any competency receiving a one or two on preliminary assessment will need work. **A three on the preliminary assessment does not guarantee a three on the final assessment. Scoring for Final Evaluation is done by each competency as a whole, not by individual artifacts. Remember that you must provide evidence for the entire competency. This must include evidence for knowledge and performance, so only knowledge-level entries will not satisfy this requirement. Disposition evidence will strengthen your reflections.** If required information is missing (e.g. professional trimester evaluations, evidence from professional trimester, etc.), you will not receive a three or better on that competency and/or on your overall portfolio.
- Be sure all reflections are identified as 1A, 1B, 1C, etc.
- Remove any reference to Senior Seminar (on title page, preface, philosophy, etc.).
- Check your reflections and artifacts carefully and delete any student’s name that you may have used. Many candidates have case studies, parent surveys, or other materials which listed students’, parents’, or individual teachers’ full names. Due to right to privacy, these must be deleted before an outside agency reviews them.
- Update your transcript, preface, and philosophy to reflect your professional trimester.
- Update resume to reflect professional trimester experiences.
- Update references.
- Add Clinical 4 attachments including Application for Professional Trimester, Personal/Professional Data Sheet and assignment forms

Portfolio Checkpoint #6 Final Evaluation (Graduation and Application for Certification)

- Final Assessment Report: Before his/her graduation date, the candidate will submit his/her completed portfolio for final assessment (see submission dates below). A faculty committee will evaluate the portfolio and complete the “Final Assessment Report”. The final portfolio, along with the Final Assessment Report will be submitted to the Director of Teacher Education.

The Director of Teacher Education will review the Final Assessment Report and make a final determination of acceptance. Upon final acceptance of the candidate’s portfolio, a copy of the Final Assessment Report forms will be placed on file in the Education Office.

If the portfolio is not deemed “satisfactory”, the Director of Teacher Education will contact the candidate to discuss options. The candidate may elect to resubmit a revised portfolio for the regular process to resume.

The candidate **will not** be recommended for certification until he/she has received a satisfactory rating on the Portfolio Final Assessment Report (“3” or higher on each competency, “acceptable” on Legal 1,2,3,4, and on Clinical 1,2,3,4, and “3” or higher on the overall evaluation).

Portfolio Final Submission Dates:

TRIMESTER OF GRADUATION

SPRING

SUMMER

FALL

*SUBMISSION DEADLINE

Wednesday following Spring Break

Monday following JULY 4

Wednesday following NOVEMBER 1

*Portfolios must be submitted **on or before** these dates. Candidates submitting portfolios after the indicated date will not be able to apply for a teaching certificate until the following trimester.

EXHIBIT C
Grade Point Average Calculation

The following is an outline of the steps to follow in the calculation of your grade point average (GPA).

Step 1:

Fill in the following information.

	(A) Hours		(B) Grade Points
Total hours of A work:	_____	X 4 =	_____
Total hours of B work:	_____	X 3 =	_____
Total hours of C work:	_____	X 2 =	_____
Total hours of D work:	_____	X 1 =	_____
Total hours of F/WF work:	_____	X 0 =	_____
	TOTAL: (A) _____		(B) _____

Step 2:

Divide the TOTAL B by TOTAL A.

$$\text{GPA} = \text{B} \div \text{A}$$

NOTE:

To calculate the grade point average (GPA) for the last 24 hours of work, one must use the total work completed during the respective trimesters involved. For example, if 15 hours were completed during each of the last two trimesters for a total of 30 hours, one would not use the 15 hours from the last trimester and 9 hours from the preceding trimester to calculate the GPA for the last 24 hours, but instead, one would calculate the GPA for the full two trimesters of 30 hours.

EXHIBIT D
UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA
Chickasha, Oklahoma 73018

Evaluation of Student for Admission to Teacher Education

I understand that this recommendation will be used in reaching a decision for admission or rejection to Teacher Education.

I waive do not waive (check one) my right of access to it at some future date.

Student's Signature _____ Date _____

NAME OF STUDENT _____ DATE _____
(Please Print) Last First MI

TEACHING LEVEL _____ SUBJECT _____

The above named student is making application for admission to the Teacher Education Program. The Teacher Education Committee would appreciate your cooperation in evaluating the student's qualifications and potential for teaching. Please check the description which you feel best fits the student. If you evaluate the student as being below average or inferior on any item(s), please explain under the recommendation section.

	No Opportunity to Observe	Clearly Inferior	Below Average	Average	Above Average	Superior
Scholarship						
Cooperation						
Dependability						
Maturity of Judgment						
Emotional Stability						
Initiative and Energy Level						
Ethics and Integrity						
Oral Expression						
Written Expression						
Tact and Courtesy						
Personal Grooming						

RECOMMENDATION (Check One):

_____ I hereby recommend this student for admission to the Teacher Education Program.

_____ I recommend this student for admission to the Teacher Education Program with the following suggestions:

_____ I do not recommend this student for admission to the Teacher Education Program for the following reasons

Print Name _____ Date _____

Signature _____

Please Return This Form to: _____

Advisor Name

EXHIBIT E

Please type or print

**APPLICATION FOR ADMISSION TO TEACHER EDUCATION PROGRAM
UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA**

I wish to make application for Admission to the Teacher Education Program and offer the following information for consideration.

PART I: (To be completed by applicant)

Mr.
Name: Ms.: _____ Soc. Sec. No. _____
Mrs.: Last First Middle

Home Address _____
Street City State Zip

University Address (If Applicable): _____

Phone (H) _____ Phone (C) _____ Email: _____

Check One Only: Black Non-Hispanic Asian or Pacific Islander Hispanic
 American Indian or Alaskan White Non-Hispanic Other

- 1. Date entered USAO: _____ Date plan to complete program: _____
- 2. What is your major? _____
- 3. In what subject matter field(s) do you plan to teach? _____
- 4. Write a short essay (2-3 typed pages) See Guidelines for Completing Item Number 4: Essay for Admission to Teacher Education for instructions. You will be asked to discuss your theme during your interview with the Admissions Screening Committee.
- 5. Read and complete Dispositions Statement of Understanding.

PART II: FELONY DISCLOSURE STATEMENT (To be completed by applicant)

To be eligible for admission and retention to teacher education, a student must be eligible for state certification. Oklahoma legislation, Title 70 O.S., Supp. 1985, s3-104.1 states that no person shall receive a certificate for instructional, supervisory or administrative position in an accredited school of this state who has been convicted of a felony, any crime involving moral turpitude, or a felony violation of narcotic laws of the United States or the State of Oklahoma, provided the conviction was entered within the preceding ten-year period. Therefore, the following questions are utilized to assist in determining eligibility for state certification.

- 1. During the preceding ten-year period, have you ever been convicted of a felony? Yes ___ No ___
- 2. During the preceding ten-year period, have you ever been convicted of a crime involving moral turpitude? Yes ___ No ___
If the answer to either of the preceding question is "Yes," state on a separate sheet of paper the nature of the charge and in what court you were convicted.

In order that the officials of the University may be fully informed as to my personal character and qualifications for admission, I hereby authorize the University to contact other persons whom they wish to contact concerning my personal character and qualifications, and I hereby release any such persons and the University from any and all liability for information provided or obtained as a result of these inquiries. I grant the university permission to use my social security number for tracking purposes.

I hereby affirm that the information provided on this application is true and complete to the best of my knowledge. I also agree that falsified information, misrepresented information, or significant omissions may disqualify me from further consideration for admission and may be considered justification for immediate revocation of my admission at any time after my admission.

Signature of Applicant _____ Date _____

PART III: (To be completed by applicant and confirmed by advisor)

Criteria for Admission to Teacher Education

1. Total college hours completed (minimum thirty (30) hours) _____
 Overall GPA (minimum 2.5) _____
 GPA in the last twenty-four hours (minimum of 2.5) _____

2. Required courses with a grade of "C" or better: Grade Made
 IDS 1012, Rhetoric and Public Speaking _____
 IDS 1113, Writing I _____
 IDS 1123, Writing II _____
 IDS 1223, Mathematics _____

3. Oral English and Speech Screening was completed: Date _____

4. English Proficiency Satisfied: Date: _____ How Met: _____

5. Admissions Test Requirement completed by:
 - (A) All General Education Courses GPA (minimum 30 hours and minimum 3.00 GPA)
 Number of hours completed: _____ GPA: _____
 - OR**
 - (B) ACT/SAT Score/Date Taken (**must include writing sections**): _____
 (22 ACT score w/writing score or 1120 SAT score w/writing score. Attach verification, i.e. High School or Comm./Jr. College transcript with ACT score posted)
 - OR**
 - (C) Praxis Core Scores _____ Reading Date: _____ Month/Year
 _____ Math Date: _____ Month/Year
 _____ Writing Date: _____ Month/Year
 - OR**
 - (D) OGET Test Score _____ Date: _____ Month/Year
 - OR**
 - (E) Bachelor's Degree from _____

7. List as references the names of three instructors under whom you have studied (preferably at USAO).
 Name _____ Address _____

8. *List as a reference the name of a public school person who is in position to appraise your general character and work in a teaching environment.
 Name _____ Position & School _____

**** Evaluations received from classroom teachers from Clinical Experience(s) will also be included in your application folder.**

NOTE: The candidate must provide documentation of their experiences working with children if the experiences were not obtained in EDUC 2011.

PART IV: (To be completed by advisor)

I have reviewed and evaluated this candidate's Professional Portfolio Entries and admission essay. I have discussed USAO's core dispositions with the candidate.

Advisor's Signature: _____ Date: _____

Advisor's Recommendation: _____

EXHIBIT F
USAO Teacher Education Program Core Dispositions
Statement of Understanding

Professional dispositions are characteristics of teachers that fit in the “affective” domain. They are the values, commitments, and professional ethics which influence teachers’ behaviors toward students, families, colleagues, and communities. Professional dispositions affect student learning, motivation, and development, as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. NCATE described Professional Dispositions as: “the behaviors demonstrated as educators interact with students, families, colleagues and communities, which are expected of professionals and support student learning and development.”

USAO has defined three Core Dispositions for our Teacher Education Program. We expect that our candidates will demonstrate a commitment to the following dispositions. Some examples of indicators for each of the three Core Dispositions are given.

Commitment to being a knowledgeable life-long learner

(most closely aligned with the Liberal Arts side of the triangle—the “base” of the USAO Teacher Education conceptual framework model.)

Indicators:

1. Knowledgeable of content and pedagogy
2. Knowledgeable of self and others, valuing diversity of each one
3. Values and models life-long learning and critical thinking

Commitment to being an ethical professional

(most closely aligned with the Professional Studies side of the triangle—dispositions for teachers in all certification areas)

Indicators:

1. Demonstrates integrity, truthfulness, honesty, confidentiality
2. Professional in appropriate dress, speech, and written communication
3. Professional in interactions with others
4. Professional in standards for own work, timeliness, attendance

Commitment to being a fair and reflective facilitator

(most closely aligned with the Specialty Studies side of the triangle—dispositions for understanding student characteristics and strategies for a given certification area)

Indicators:

1. Fair and equitable; believes that all students can learn
2. Values and is sensitive to each student’s diverse needs and interests and teaches accordingly
3. Understands and implements multiple ways to facilitate success for each student in one’s content area
4. Effectively utilizes appropriate resources and technology
5. Creates engaging, enjoyable, successful learning environment
6. Demonstrates appropriate positive attitudes and characteristics
(Examples include: enthusiastic, motivating, flexible, challenging, supportive, caring, nurturing, tolerant, dependable, dedicated, inspiring, compassionate, dedicated, patient, open-minded, energetic, creative)
7. Assesses student learning with fairness, accuracy, and consistency
8. Analyzes one’s teaching and learning, recognizing strengths and goals
9. Adjusts one’s practice in response to reflection and suggestions

Throughout your teacher education program at USAO, you will be given support in understanding these dispositions and in learning to apply them in your own teaching. You will be assessed on these dispositions by USAO faculty members, as well as by cooperating teachers at Field Experience sites and in the Professional Trimester.

Please sign below to indicate

- **your awareness of the USAO Teacher Education Program Core Dispositions**
- **your awareness that you will be assessed on these dispositions as a required component of your professional preparation.**

Candidate Name (printed) _____ **Signature** _____ **Date** _____

White Copy: For placement in candidate’s USAO Teacher Education file.

Yellow Copy: For candidate’s advisor

Pink Copy: For placement in candidate’s Professional Portfolio notebook with admission to teacher education information

EXHIBIT G
TEACHER EDUCATION SCREENING COMMITTEE
INTERVIEW CHECKSHEET

(Name of Teacher Candidate)

(Date)

The applicant for admission to the USAO Teacher Education Program brought the following materials to the interview with the Screening Committee:

1. _____ Degree/Certification Program Check sheet
2. _____ Professional Portfolio includes two critique/reflection essays and a copy of the admission essay.
3. _____ Professional Portfolio includes two artifacts corresponding to the critique/reflection essays.
4. _____ A tentative graduation plan (optional) indicating when he/she anticipates his/her Professional Trimester.

The applicant provided a satisfactory oral definition/description of at least one of the following term(s).

1. _____ Interdisciplinary Instruction
2. _____ Liberal Arts Curriculum
3. _____ Effective Teaching Research
4. _____ Standards-based model

Evidence of working with children:

- _____ Field Experience OR
_____ Other _____

_____ **The applicant received information concerning Teacher Shortage Areas.**

_____ **Application file is complete: application, essay, disposition statement, four recommendations, program check sheet, transcript, ACT score, oral English screening, clinical experience evidence.**

Upon concluding the interview, the applicant was told:

- _____ All requirements appear to have been met and that his/her name will be submitted to the Teacher Education Committee this month to be recommended for admittance to the USAO Teacher Education Program.
- _____ His/Her name will be submitted this month upon the completion of the following requirement(s):
- _____ Rewrite/make corrections to application essay and return it to the Teacher Education Office by next Monday.
- _____ Obtain required recommendations/signature(s) and return to the Teacher Education Office by next Monday.
- _____ _____
(Other)

_____ **One or more of the requirements has NOT been met. Therefore, his/her application will be held until the end of the semester. At that time, if all requirements have been met, his/her name will be submitted to the Teacher Education Committee with a recommendation to admit. If requirements have NOT been met, then the Committee will recommend that he/she be denied admittance to the Teacher Education Program.**

_____ The Committee recommends that he/she be denied admission to Teacher Education for the following reason(s):

(Screening Committee Interviewer - **Please Print Name & Initial**)

EXHIBIT H



University of Science and Arts of Oklahoma

1727 West Alabama ♦ Chickasha, Oklahoma 73018-5322 ♦ Phone 405-224-3140 ♦ Tulsa line 918-584-5010

Office of Teacher Education

Notification to Student

ADVISOR _____

DATE _____

TO:

Your application to enter the Teacher Education Program has been approved.

Your application to enter the Teacher Education Program has been approved. Please consider the following suggestions:

Your application to enter the Teacher Education Program has been deferred until you meet the following requirements:

Your application to enter the Teacher Education Program has been rejected.

Chairman, Teacher Education Committee

cc: Director
Advisor
Student

EXHIBIT I

FOREIGN LANGUAGE REQUIREMENT FOR CANDIDATES IN TEACHER CERTIFICATION PROGRAMS

The foreign language competency is a certification requirement. A candidate who is an entering freshman beginning with the fall 1997 or who has a degree and will complete certification program requirements after September 1, 1999, must exhibit competency in a foreign language at the novice-high level.

The foreign language competency requirement can be met in one of the following ways:

- Candidates can complete *two semesters of a foreign language at the college or university level (including American sign language) with a "C" or higher;
- Candidates can pass a USAO departmental test in American Sign Language (estimated cost: \$35.00);
- Candidates with one or more high school semesters of a foreign language are only required to pass a second semester of the same foreign language at the college level with a "C" or better;
- Transfer students with one semester of a foreign language with a "C" or better are only required to pass the second semester of the same language with a "C" or better;
- Transfer students with the foreign language competency "met/fulfilled" noted on their official transcripts are considered to have met this competency at USAO.

OR

- Candidates can take and pass at a novice high level a written or oral language test through the American Council on the Teaching of Foreign Languages (ACTFL).

*Both semesters must be in the **SAME** foreign language.

EXHIBIT J

Please type or print

UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA
Application for the Professional Trimester

Name _____ Date _____
Last First Middle

Permanent Address _____
Street City State Zip

Current Mailing Address (if different) _____

Telephone: Home _____ Cell _____

I wish to make application for the professional trimester at the University of Science and Arts of Oklahoma. I offer the following information for consideration.

- 1. This application is for teaching assignment for Fall () ; Spring () ; trimester of the 20____ school year.
The request is for teaching in the following:
Teaching Field _____ for _____ hours credit.
- 2. Expected graduation date: Dec. 20____ Apr. 20____ Aug. 20____
- 3. Date admitted to the Teacher Education Program: _____
- 4. Will methods course (s) be completed before reporting to teaching? Yes _____ No _____
If no; explain and/or list exceptions: _____

Return to advisor _____ Signature _____

(Candidates do not write below this line)

The records show that this student has completed course requirements necessary to enter the Professional Trimester.

Hours in field _____	Grade point average _____
Total credit hours completed _____	Grade point average _____
English Proficiency Requirement Met _____	
Foreign Language: When met _____	How met _____

In my opinion, this student meets the criteria as set forth in the USAO Catalog: "The ability to speak and write correctly, knowledge of the subject matter in his/her teaching field, evidence of social and intellectual maturity, and good moral character."

Approved _____

Not Approved _____
Date _____ Signature of Advisor _____

Advisor's Recommendation _____

Approved _____

Not Approved _____
Date _____ Chairman, Teacher Education Committee

cc: Coordinator – Advisor - Student

EXHIBIT K

USAO Elementary Education Personal Data Sheet

Information collected in this form is encrypted during transmission from the user's computer and the receiving database.

Information contained herein is intended to provide helpful information to school personnel involved in the professional trimester placement process. The Cooperating Teacher should retain a copy.


1 Basic information

2 Personal Facts and History

3 Professional Background & Related Experiences

4 Academic Preparation for Teaching

Date

/ / 
MM DD YYYY

Teacher Candidate Name

First Last

Gender

Female Male

Permanent Address

Street Address

Address Line 2

City

State / Province / Region

Postal / Zip Code

Country

Address During Professional Trimester

Street Address

Address Line 2

City

State / Province / Region

Postal / Zip Code

Country

Cell Phone

- -
####

Home Phone

- -
####

Email

Expected Date of Graduation

Select One 

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USAO Elementary Education Personal Data Sheet

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1 Basic information

2 Personal Facts and History

3 Professional Background & Related Experiences

4 Academic Preparation for Teaching

Personal Facts and History

Place of Birth

Type of community in which you have lived the major portion of your life.

- Rural Small City
 Large City Suburban

Travel Experience that might enrich a classroom:

Work Experience:

Follow this format for each job:
Date
Employer
Description

Special interests, hobbies & favorite forms of recreation:

What type of employment, if any, will you be doing during your professional trimester?

How many hours per week?

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USAO Elementary Education Personal Data Sheet

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Information contained herein is intended to provide helpful information to school personnel involved in the professional trimester placement process. The Cooperating Teacher should retain a copy.

1 Basic information

2 Personal Facts and History


3 Professional Background & Related Experiences

4 Academic Preparation for Teaching

Professional Background & Related Experiences

High School attended:

Graduation Date

 / / 
MM DD YYYY

Post Secondary Education

Begin with your most recent first.
Follow this format:
Name of College/University:
Dates attended:
Semester Hours completed:
Degree:

Clinical Experiences

School:
Grade Level: and/or subject
(skip line for next entry)

Other Experiences working with children/youth.

Name:
Description:

Leadership Experiences: in college and/or adult activities

Participating member of the following organizations:

Separate by comma and space.
Example:
Kappa Delta Pi, ISTE, OTA,

Special Talents or Skills

Extra Curricular activities or groups I could help direct or sponsor:

i.e. accompany on piano, direct singing, coach drama, play a particular musical instrument, coach a particular sport, have special computer expertise, adept with sound or light equipment, other technology skill

Other related experiences which might be of benefit in teaching.

References (1 per line)

Two references
Follow this format per reference:
FirstName LastName Title email
phone

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USAO Elementary Education Personal Data Sheet

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Information contained herein is intended to provide helpful information to school personnel involved in the professional trimester placement process. The Cooperating Teacher should retain a copy.

1 Basic information

2 Personal Facts and History

3 Professional Background & Related Experiences

4 Academic Preparation for Teaching

Major in Elementary Education

Preparation Courses for a degree in Elementary Education

Professional Education Courses

- EDUC 2002 Orientation to Teaching
- EDUC 2011 Directed Field Experience
- EDUC 2022 Exceptional Child
- EDUC 2103 Human Development
- EDUC 3102 Education Psychology
- EDUC 3203 School & Society
- EDUC 3211 Directed Field Experience II
- EDUC 3343 Media & Technology in Education
- EDUC 4310 Student Teaching
- EDUC 4542 Applied Professional Studies
- EDUC 4442 Classroom Management & Evaluation

Select only those courses you have completed.

Professional Education Courses (Other)

Course prefix, number, name separated by commas.
Example: SPAN 3323 Spanish Literature, FREN 2105 French II

Major Work – Elementary Education

- EDUC 3003 Language Arts Elementary
- EDUC 3313 Elementary Math Methods
- EDUC 2323 Reading I
- EDUC 3222 Reading II
- EDUC 4003 Social Studies in Elementary
- EDUC 4323 Reading III
- ART 3262 Public School Art
- PHED 3333 PE in Elementary
- MUSC 2222 Music for Elementary Teachers

Select only those courses you have completed.

Elementary Education Courses (Other)

4 x 12 Language Arts

- IDS 1013 Rhetoric/Critical Thinking
- IDS 1113 Writing I
- IDS 1213 Writing II
- IDS 4522 Senior Seminar
- ENG 3302 Literature for Young People

Course prefix, number, name separated by commas.
Example: SPAN 3323 Spanish Literature, FREN 2105 French II

4 x 12 Language Arts (Other)

4 x 12 Science

- IDS 2013 Physical Science
- IDS 2023 Life Science
- IDS 2011 Life Science Lab
- NSCI 2423 Science in Elementary School
- NSCI 2113 Geology/Oceanography

Select only those courses you have completed.

4 x 12 Science (Other)

Course prefix, number, name separated by commas.
Example: SPANI 3323 Spanish Literature, FREN 2105 French II

4 x 12 Math

- IDS 1223 Mathematics in the Modern World
- MATH 2113 Number Systems/Problem Solving
- MATH 3113 Geometry/Measurement

Select only those courses you have completed.

4 x 12 Math (Other)

4 x 12 Social Studies

- IDS 1133 Contemporary Society
- IDS 2133 American Civilization I
- IDS 2143 American Civilization II
- IDS 3223 Political/Economic Systems

Select only those courses you have completed.

4 x 12 Social Studies (Other)

Foreign Language

Other Coursework

Course prefix, number, name separated by commas.
Example: SPANI 3323 Spanish Literature, FREN 2105 French II

Courses to be completed during or after professional trimester

My Condensed Philosophy of Education

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EXHIBIT L
UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA
Professional Trimester Teaching Preference
Assignment Information Work Sheet

Name _____ Soc. Sec. No. _____
 Last First Middle

Teaching Field _____ Second Field _____

After you have filled in the following information, please return this form to your advisor for approval.

1. Candidate Assignment Preference: Please indicate your preference for city, school, grade level, and teacher or no preference for your placements. All teacher candidates are required to teach in two different settings and grade levels. All-level (art, HPER, music, deaf education) majors must indicate both an elementary and secondary placement. Keep in mind that a teacher cannot be assigned a candidate unless they have a minimum of three (3) years teaching experience with a minimum of one (1) year in the requested school district. **You must discuss your placement requests personally with the Coordinator Clinical Experiences. Students MUST NOT contact any school concerning placements.**

	<u>Elementary</u>		<u>No</u>
	<u>First Placement Choice</u>	<u>Second Placement Choice</u>	<u>Preference</u>
School District	_____	_____	—
School	_____	_____	—
Grade/Subject	_____	_____	—
Teacher	_____	_____	—

	<u>Secondary</u>		<u>No</u>
	<u>First Placement Choice</u>	<u>Second Placement Choice</u>	<u>Preference</u>
School District	_____	_____	—
School	_____	_____	—
Grade/Subject	_____	_____	—
Teacher	_____	_____	—
Alternative Placement Choice	_____	_____	—

2. If you are all level (Art, HPER, Music), please check one of these sequence preferences.
 _____ elementary/secondary
 _____ secondary/elementary
3. Note any additional information or special problems which will assist the Coordinator in making your professional trimester placement: _____

Approval Signature _____ Date _____
 Advisor

NOTE: CANDIDATES WILL NOT normally be assigned to schools previously attended or to schools where their own children are now in attendance. CANDIDATES WILL NOT be assigned to schools with immediate family members serving on the faculty, administration, or school board. If this policy is not adhered to, students will be withdrawn from the professional trimester.

A copy of the Candidate's Program Check sheet MUST be attached.

EXHIBIT M

**PROFESSIONAL TRIMESTER
APPEAL CONTRACT**

Name: _____ Date: _____

I am appealing to the Teacher Education Committee to accept my application for the professional trimester _____, 20_____ even though, at this time, I do not have the necessary GPA to be accepted for the professional trimester.

My current GPA in my specialty area(s) is: _____.

My current overall GPA is _____.

This trimester I am enrolled in the following courses:

I feel reasonably sure that, upon the completion of this course work, I will have the required GPA for the professional trimester. I understand, however, that if I DO NOT have the required GPA at the end of this trimester, then I cannot reapply until my official transcript indicates compliance.

(Signature of Candidate)

(Signature of Advisor)

EXHIBIT N

Revised: Summer, 2019

USAO Teacher Education Milestone Checklist

Name: _____ Major: _____

ADMISSION TO THE TEACHER EDUCATION PROGRAM

TASK COMPLETED

- 1. Pass the following courses (or their equivalent) with a "C" or better:
A. Rhetoric & Public Speaking
B. Writing I
C. Writing II
D. Math in the Modern World
2. Pass the Oral English and Hearing Screening...
3. Pass the OGET OR Praxis Core OR have a 3.0 in all General Education Courses...
4. Satisfy the English Proficiency requirement...
5. Have an overall 2.5 GPA and a 2.5 GPA in last 24 semester hours.
6. Start your Portfolio.
7. Complete the application for Admission to Teacher Education...
8. Complete an interview with the Screening Committee...

REQUIREMENTS FOR GRADUATION AND TEACHER CERTIFICATION

- 9. Elementary, Early Childhood, and Deaf Education candidates MUST pass the Oklahoma Reading Test...
10. Enroll in Senior Seminar (IDS 4522) at least one trimester PRIOR to graduation.
11. Attend the Pre-Professional Trimester meeting...
12. Satisfy the Foreign Language Competency requirement.
13. Complete the required Certification Examinations for Oklahoma Educators.
14. Initiate fingerprint based criminal history background search.
15. After enrolling in classes for your final trimester, COMPLETE THE APPLICATION FOR GRADUATION.
16. Submit Professional Portfolio to the Director of Teacher Education...
17. Complete the application for a teaching certificate during Professional Trimester.

Please consult the Teacher Education Handbook, the enrollment schedules for each trimester, the bulletin boards in Gary Hall, and/or your advisor for test, screening, and application due dates. Missing required tests and application deadlines will delay your enrollment in upper division education classes and/or graduation.