

CONCEPTUAL FRAMEWORK



OKLAHOMA CHRISTIAN UNIVERSITY
—• *School of Education* •—

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VISION AND MISSION OF OKLAHOMA CHRISTIAN UNIVERSITY and The School of Education

University Core Values

Oklahoma Christian University is a distinctly Christian higher learning community valuing

**Faith
Scholarship
Integrity
Stewardship
Liberty**

Faith - Oklahoma Christian University values faith. The university affirms that God exists, that he is the author of our lives and all reality, and that he has manifested his love, his power, and his grace in the incarnation of Jesus, the Christ. In every academic discipline, in every extracurricular activity, and in every administrative function, God and his word are the foundation for the university's work. Faith is not merely an added component of the university's activities, but rather is integral to and nurtures every element of the university's existence and activities. Spiritual commitment, tolerating no excuse for mediocrity, demands that faith transcend and transform all other values. The university strives to strengthen the faith and trust of all in this learning community and, ultimately, to glorify Christ in all it does.

Scholarship - Oklahoma Christian University values scholarship. The university affirms that God is the author of and sovereign over all creation, that truth has nothing to fear from honest inquiry, and that faith and learning are and should be inseparable. The university cherishes and cultivates the mind to discover the truths of God's world and, therefore, encourages excellence, diligence, and creativity in all scholarly endeavors. Spiritual commitment, tolerating no excuse for mediocrity, demands the highest standards of academic excellence. The university integrates faith and learning and seeks to be and to be known nationally as an outstanding Christian learning community.

Integrity - Oklahoma Christian University values integrity. The university affirms that, absent integrity, all other values lose their power for transformation and for goodness. Integrity demands vigilant and undivided devotion to truth, honesty, genuineness, transparency, and wholeness, as well as commitment and strength to act upon truth as it is discovered. Believing that its responsibility for student learning extends beyond the classroom, the university seeks to develop the whole person - mind, soul, and body. Spiritual commitment, tolerating no excuse for mediocrity, demands uncompromising integrity in every endeavor. The university cultivates a climate of civility and respect and models Christian character, ethics, values, and behavior in all aspects of life.

Stewardship - Oklahoma Christian University values stewardship. The university affirms that God is the source of all its human, financial, and physical resources, which his servants and providence have made available to the university to use wisely in support of its mission. Stewardship calls, ultimately, for a life of service. The university invests its tangible and intangible resources prudently and demands that all of its God-given resources be diligently applied in furtherance of its mission. Spiritual commitment, tolerating no excuse for mediocrity, demands the highest standards of stewardship. The university also teaches its students to be effective stewards, using their time and talents in serving others.

Liberty - Oklahoma Christian University values liberty. The university affirms that, while faith may exist within all social and economic systems, God's world and all human affairs flourish best when nurtured in liberty and freedom. The university is a product of and cherishes the principles of religious, intellectual, social, economic, and political freedom upon which this nation was founded and seeks to uphold and strengthen those principles. Spiritual commitment, tolerating no excuse for mediocrity, demands the university teach and promote the roots, responsibilities, and applications of liberty, not only in education, but also in all manifestations of ordered society.

University Mission

The university mission is to **transform lives for Christian faith, leadership, and service**. The university encourages students to internalize a deep faith in God through personal devotion, public worship in church assemblies and daily chapel, high standards of moral and ethical conduct, and a Christian perspective of education.

Relationship of the EPP to the University Mission and Its Core Values

Consistent with and in affirmation of the University's mission and core values, the School of Education has incorporated the university's mission to transform lives for Christian faith, leadership, and service into its Conceptual Framework which provides direction for all aspects of its efforts to prepare *Effective Teachers for All Learners*.

An excerpt from Psalms 119:66, "Teach me knowledge and good judgment," has been a guide to the faculty of the School of Education in the past as it has helped its candidates combine their secular, spiritual and professional studies at the university to become effective teachers. This long held belief has been better defined by the EPP by focusing on the example of Jesus' growth as expressed in Luke 2:52, "Jesus grew in wisdom and stature, and in favor with God and men." The ideas expressed in this text are seen by the EPP as excellent constructs for relating its mission to prepare *Effective Teachers for All Learners* to the mission and core values of the university.

Scholarship – Wisdom. Teachers who possess strong intellectual skills are prepared to serve as effective role models for their students. They are also prepared to set academic standards

which challenge all learners to develop their intellectual skills – acquisition of content knowledge, development of critical thinking and problem solving, and using knowledge and skills in real-world applications.

Faith and Integrity – Favor with God . Teachers who have well-developed moral and ethical values are equipped with the commitments and understandings needed to ensure that their work is characterized by honesty, fairness, and respect for all people irrespective of their diversity.

Stewardship and Liberty – Favor with Men. Teachers are rendered more capable to face the demands of the work place when they are strong in civic and social development. They are well-prepared to work in a supportive and collaborative manner with families, communities, and other professionals in providing a quality education for all students which is essential to the maintenance of a free society.

PHILOSOPHY AND MISSION of TEACHER EDUCATION

Philosophy

The teacher education faculty members believe teaching to be an enabling profession. Candidates are encouraged to pursue teaching as a career because they believe that all students can learn and because they care about helping them live successful and fulfilling lives. We believe that candidates should be given opportunity to explore their career choices and think carefully about the probability that teaching can bring them the satisfaction that accompanies helping others. We believe that effective, caring teachers teach so that all students learn.

The faculty members believe that effective teachers must have: (1) general education in the liberal arts which provides them with strong verbal and quantitative skills and a specialized knowledge of the subject field(s) they will teach, (2) command of pedagogy appropriate to the level of instruction they will teach, including the ability to apply knowledge in the classroom through effective instructional delivery, the knowledge and skills to assess student learning, the ability to reflect on instructional practices and modify them to ensure that all students learn, the skills and knowledge to effectively integrate technology in the instructional process, and knowledge of classroom management practices, (3) knowledge of the profession, including the skills needed to relate to parents and other constituents and supportive entities, (4) an understanding of students, how they learn, and how the diversity of today's student population affects the schools and classrooms, (5) dispositions expected of educators, and (6) extensive field experiences and clinical practice to apply their knowledge and skills in the real world and to learn from experienced teachers how to teach so that all students learn.

Mission and Goals – The OC Vision

The mission of teacher education at Oklahoma Christian University is to prepare teacher education candidates to be *Effective Teachers for All Learners*.

The following goals were adopted by the EPP to guide it in the development of policies and programs related to the preparation of teachers, to give clarity to the process of assisting individuals in self-assessment of their potential for teaching, and to provide direction for the general assessment of the candidates as they complete a program leading to licensure and certification for initial entry into the teaching profession.

1. ***Informed Decision-Making Regarding Potential for Teaching P-12 Students***
Candidates will be admitted to teacher education only after they demonstrate their potential to teach as set forth in the admission requirements. Retention in teacher education is dependent on satisfactory progress at various transition points.
2. ***General Education in the Liberal Arts*** In order to complete a program in teacher education, all candidates must successfully acquire and demonstrate competency in a broad liberal education including: mathematics, science, social studies and English as well as the University core.
3. ***Competence in a Content Area*** Candidates who complete a program in teacher education are expected to demonstrate an in-depth knowledge of the subject matter for the subject and level to be taught.
4. ***Competence in the Professional and Pedagogical Knowledge and Skills*** Candidates are expected to understand the conceptual framework which guides preparation for initial entry into teaching - knowledge of professional practices, human development and learning, pedagogical practices, working with diverse student populations, and using technology to support instructional delivery, record keeping, and assess student achievement.
5. ***Development of Dispositions Expected of Educators*** Candidates are expected to demonstrate that they possess the dispositions expected of effective educators in a diverse society. Upon entering the program, classroom participation, preparation, and professional demeanor will be assessed each semester. In the field, behaviors will be assessed that measure personal adequacy and collaboration with others.
6. ***Application of All Program Components in Field Experiences*** Candidates will demonstrate through sequential and structured field experiences and an intensive clinical (student teaching) that they are able to plan effective lessons, assess student achievement, relate positively to students, parents, professionals, and the community so that they may provide learning environments which foster student achievement. Skill in the use of the Teacher Work Sample planning process is expected of all candidates.

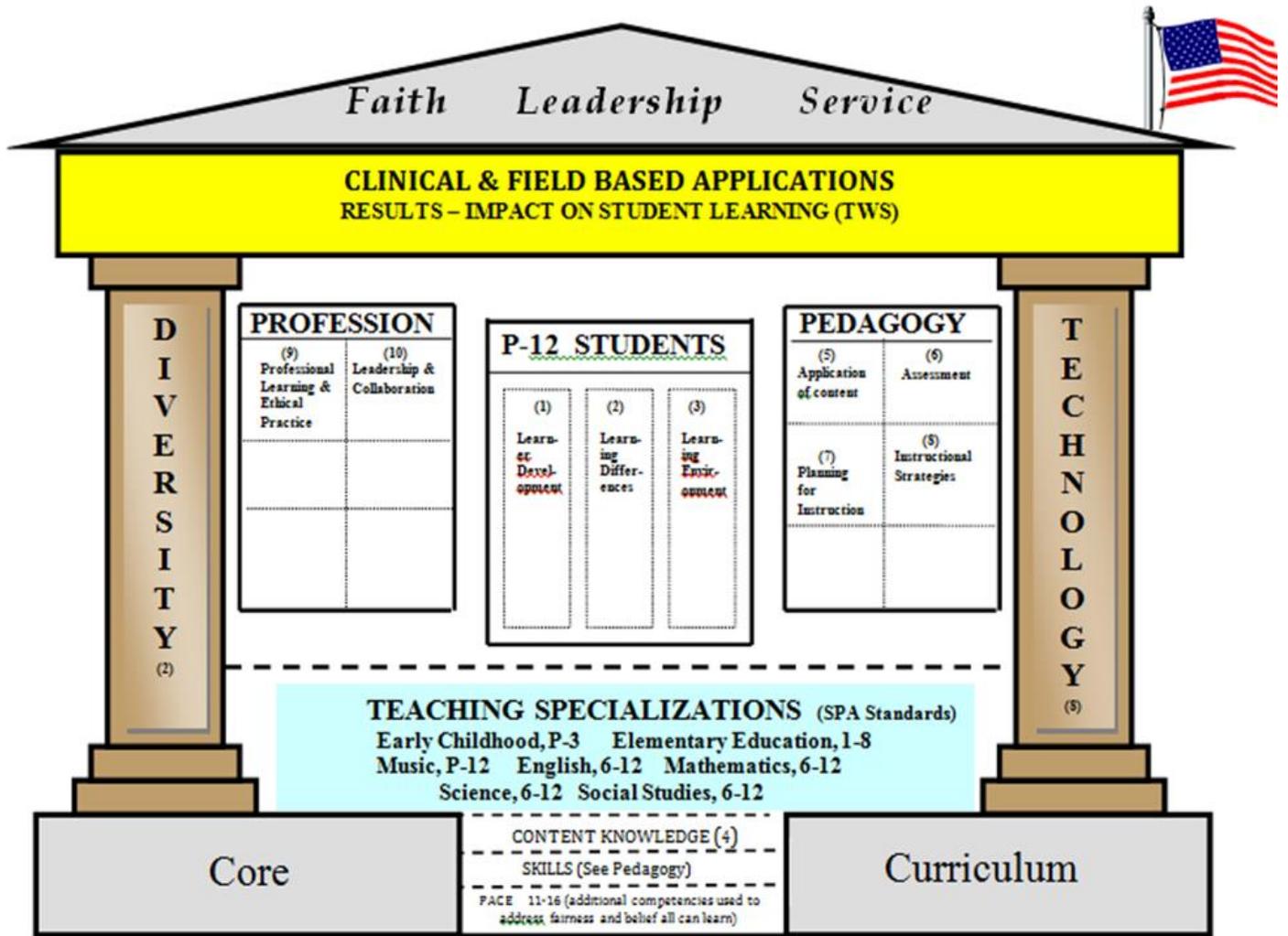
7. ***Professional Development as Lifelong Learner*** Candidates are expected to acquire the skill of reflection on their knowledge and skills while in their professional studies and during their clinical experiences. It is expected that these skills will be used during the induction year, and during succeeding years to be able to identify areas for further professional development as they engage in the process of lifelong learning.

From Mission and Goals to a Cohesive Teacher Education Program

Teacher education at Oklahoma Christian University is a university-wide function and is a collaborative effort among university administrators; faculty outside the School of Education who are members of the Teacher Education Council, candidates who have been admitted to Teacher Education, and alumni. P-12 classroom teachers and administrators, also collaborate with faculty to develop, implement, and assess the teacher education program.

The graphic below provides a concise look at the Conceptual Framework which guides the work of the EPP in achieving its Mission and Goals in preparing *Effective Teachers for All Learners* in P-12 schools.

Graphic of the Conceptual Framework



Effective Teachers for All Learners Created Aug. 2014

Pursuant to the provisions of state law, HB1549 (1995), the EPP has a competency-based program of teacher preparation which it first developed in 1996. This program was reviewed by the Oklahoma Commission for Teacher Preparation and NCATE in 1999, 2005, and 2013. The EPP now operates under CAEP guidelines. It has been under continual assessment and refinement since that accreditation visit. The principal focus of the refinement process has been to ensure that the teacher education candidates have the knowledge, skills, and dispositions needed to be able to effect learning among all students.

The belief statements in the philosophy and the goals have been translated into specific and measurable competencies. These competencies are assessed as candidates progress from being admitted to teacher education to program completion and entry into the teaching profession. Multiple assessments are used to document that candidates have reached the proficient level in all the competencies. These competencies, cited in full in Table 2, are aligned INTASC standards and EPP guidelines. They are shown in the graphic of the Conceptual Framework by placement of their numerical reference number on the graphic.

The EPP's Conceptual Framework is an umbrella framework for all programs that prepare candidates for initial licensure in one or more of seven teaching specializations – Early Childhood, P-3; Elementary, 1-8; English, 6-12; Mathematics, 6-12; Music, P-12; Science, 6-12; and Social Studies, 6-12. The candidates in all teaching specializations complete a prescribed program of studies in the teaching specialization, liberal arts education (the university Core Curriculum), and Professional Education (pedagogy).

Required field and clinical experiences, methods course(s), and teacher work sample exercises are unique to the fields of specialization to ensure that all candidates are effective teachers in their areas of specialization. Effective integration of diversity and use of technology are embraced by the EPP and all program specializations and are given appropriate emphasis in the curriculum and field experiences.

Candidates Experience and Study Diversity - The EPP's mission, to prepare teacher candidates to be *Effective Teachers for All Learners*, demands that it be deliberate in addressing diversity. Consequently, faculty in the School of Education, working with the Teacher Education Advisory Committee, has thought carefully about the diversity component of the conceptual framework (represented by one of the columns in the graphic and how to effectively integrate it throughout the teacher education program. First, the university experience - the core curriculum; makeup of the student body, faculty and staff; mission trips; international study programs; and exchange programs - provide teacher candidates with opportunities to grow in their knowledge of different peoples, cultures, languages, and socioeconomic circumstances.

Second, teacher candidates have further opportunity to become knowledgeable of diversity through the field and clinical experiences and through the professional education curriculum in their respective programs in the School of Education. From the first 33 hour field experience associated with EDUC 3121, Orientation to Teacher Education, to student teaching - 12 week clinical experience and 1 week of observation of opening of school - candidates are exposed to a diversity of school environments and school populations. They

also study cultures through their coursework beginning with an overview of diversity among students in today's schools in EDUC 3122, The School in American Culture, to the understanding of exceptionalities in EDUC 3723, Education of the Exceptional Child. As candidates become more aware of culture beyond ethnic background, they study different learning styles in EDUC 3213, Learning, Instruction and Assessment, and they begin to gather information about student diversity in the classroom when they develop Factor 1 of their first Teacher Work Sample. They must then accommodate for the diversity as they complete Factors 3 and 4 of the TWS in subsequent methods and practicum courses. Candidates are given more depth of study into all forms of diversity in their senior semester in EDUC 4013, Human Relations & Cultural Awareness, where ethnicity, ability/disability, gender, religion, social class, and poverty are analyzed.

Third, candidates receive instruction and supervision from university and clinical faculty who are diverse by race, gender, and experience. See Appendix B, "Diversity: An Integrated Experience," for a more thorough treatment of diversity throughout the program including a survey of backgrounds and experiences among candidates and faculty. See also the Field Experiences Handbook for a presentation of the diversity of pre-clinical field experiences.

Technology: An Essential Element in the Preparation of Candidates -The use of technology has long been a part of the instructional program at Oklahoma Christian University. In the early 1960's, a new library building was equipped with a study carrel for each student. Each carrel was equipped with a dial-access system so students could select from any of 136 recorded audio lessons from teachers available at any one time. As the student body grew and new technology became available, the plan was changed. Today, each student uses his/her own laptop computer within a campus-wide wireless network. Given the exceptional amount of technology offered at the university, faculty within the EPP are encouraged to use the technologies both to deliver and model effective delivery of learning opportunities.

Believing proper use of technology to be an essential component of teacher preparation (see column in the graphic, p.8), faculty members in the School of Education integrate the use of technology into their instructional practices and they prepare the teacher candidates to do the same. Examples of the uses of technology by faculty and teacher candidates include communicating through email, presenting using PowerPoint, teaching with iPads, Smartboard, viewing video clips, developing CDs of classroom teaching activities, conducting internet research, conducting virtual field trips, visiting web sites, obtaining information about schools where field experiences occur, accessing literature in professional journals, on-line discussion boards, submitting assignments and other materials electronically, designing room arrangements, obtaining OAS (Oklahoma's core curriculum), creating electronic portfolios, posting course syllabi, assignments, and other class materials on Blackboard.

Each teacher candidate is required to enroll in EDUC 3421, Education Technology. The course instructs candidates on how to use computer applications to their advantage in teaching and communicating with parents, such as preparing newsletters, building web sites, scanning documents, learning Smartboard, supporting effective presentation of material, and procuring teaching resources from the internet. Computer applications such as Microsoft PowerPoint,

Microsoft Word, Excel and Google Tools provide candidates with an adequate technical toolbox. Additionally, candidates explore the effective usage of the SAMR model.

A multimedia laboratory is available where teacher candidates develop materials for their teaching units and for use in their field experiences and clinical practice. All teacher candidates also receive instruction in the development and use of conventional instructional media in EDUC 3123, Learning, Instruction and Assessment. This course has a required lab component in which students prepare bulletin boards, visual materials, etc. to support the delivery of effective instruction.

Faculty members are given the training and technical support needed to utilize the computer technology available to them by the Informational Technology Services on campus with its HELPDESK, and by the North Institute for Educational Technology. These services are also available to the teacher candidates. See Appendix C, “Technology: Integration Throughout the Program,” for a more thorough discussion of technology integration in the program.

Candidate Competencies

The School of Education Candidate Competencies listed in Table 2 give the precise focus needed for the EPP to meet state and national standards and to realize its vision of producing *Effective Teachers for All Learners*. To ensure appropriateness of the competencies, the EPP faculty collaborated with the professional community through the School of Education, Teacher Education Advisory Committee.

The core of the School of Education Candidate Competencies include the 10 INTASC Standards and six additional EPP approved standards.

Table 1

SOURCE OF COMPETENCY	COMPETENCY NUMBERS FROM LIST IN TABLE 2
INTASC	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
School of Education	11, 12, 13, 14, 15, 16

Standards of Specialty Professional Associations - In addition to the competencies listed in Table 2 candidates are expected to meet the specific standards of the Specialty Professional Associations appropriate for their areas of specialization as cited below. (See EPP Assessment System or Teacher Education Handbook for a listing of these standards.)

Early Childhood	National Association for the Education of Young Children (NAEYC)
Elementary Education	Council for Accreditation of Educator Preparation (CAEP)
English	National Council of Teachers of English (NCTE)
Mathematics	National Council of Teachers of Mathematics (NCTM)

Music	National Association of Schools of Music (NASM)
Science	National Science Teachers Association (NSTA)
Social Studies	National Council for Social Studies (NCSS)

Certification Examinations for Oklahoma Educators - The commission also developed a competency-based assessment system consisting of one exam with three parts. The three parts of this test include the Oklahoma General Education Test (OGET), the Oklahoma Subject Areas Test (OSAT), and the Oklahoma Professional Teacher Examination (OPTE).

The Oklahoma Commission for Teacher Preparation also developed a competency-based assessment system consisting of one exam with three parts. The three parts of this test include:

- Oklahoma General Education Test (OGET) – a test of core general education knowledge and skills, including critical thinking, computation, and communication
- Oklahoma Subject Areas Test (OSAT) – tests of subject matter knowledge and skills for each certification area
- Oklahoma Professional Teacher Examination (OPTE) – a test of professional knowledge and skills for entry-level educators

The three-part state test reflects the standards of state and national groups and organizations including the Oklahoma State Board of Education, the Interstate New Teacher Assessment and Support Consortium (INTASC), Specialty Professional Associations, and CAEP. The work of the State Board of Education reflects its development of full subject matter competencies, the state’s core curriculum and the alignment of state standards with those of the Specialty Professional Associations.

Table 2 -- Candidate Competencies

Learner Development

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. (INTASC 1)

Learning Differences

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. (INTASC 2)

Learning Environments

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. (INTASC 3)

Content Knowledge

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.

(INTASC 4)

Application of 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. (INTASC 5)

Assessment

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. (INTASC 6)

Planning for Instruction

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. (INTASC 7)

Instructional Strategies

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. (INTASC 8)

Professional Learning and Ethical Practice

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. (INTASC 9)

Leadership and Collaboration

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. (INTASC 10)

Professional and Character Excellence (PACE)

11. The teacher approaches teaching with positive and enthusiastic participation (OC PACE)

12. The teacher meets deadlines and aims toward excellence (OC PACE)

13. The teacher demonstrates a Christian and professional attitude with stakeholders and university supervisors (OC PACE)

14. Exemplifies mature behavior and emotional stability (OC PACE)

15. Maintains punctual and regular attendance (OC PACE)

Personal Adequacy

16. Maintains appropriate grooming/dress (OC)

ASSESSMENT

During the spring and summer of 2003, the School of Education developed and initiated implementation of a comprehensive assessment system which addresses programs, candidates, faculty, and EPP operations. The assessment plan is a result of collaborative effort of faculty, students, and the EPP's professional community. Assessments are linked to the EPP's conceptual framework and reflect institutional and INTASC standards. In the spring of 2008, the EPP bolstered its Assessment System by incorporating SPA-specific assessments. Since this time, the assessment system has been continually refined. The purposes of assessment are to:

1. Admit qualified candidates into the Teacher Education Program
2. Monitor the progress of candidates throughout the Teacher Education Program
3. Determine candidate readiness for student teaching
4. Demonstrate that candidates teach so that P-12 students learn
5. Approve candidates for Oklahoma teacher licensure
6. Gain feedback on the competency of recent graduates

Both internal and external assessments are used to determine readiness of candidates to proceed to the next stage of the teacher education program. Assessment of candidates continues prior to entering clinical practice, before program completion and upon entry into the profession. Performance of recent graduates is determined by their performance in the Oklahoma Resident Teacher Program, by feedback gained from follow up surveys, and through collaborative initiatives with recent graduates. (See more details of the continuous assessment of candidates in the section below, Candidate Assessment at Transition Points.)

To ensure that the teacher education candidates can teach so that all students learn, the EPP has reviewed and modified its assessments so that they appropriately reflect this focus. Consistent with this focus, the Oklahoma Teacher Work Sample was chosen (piloted in 2002-03) as one assessment for documenting the gains in learning that occur when Oklahoma Christian University candidates teach in P-12 classrooms. The Summative and Formative Assessment Instruments and the Employer Follow-up Surveys were revised and the data analyzed to more adequately reflect the focus on student learning.

Candidate Assessment at Transition Points

Candidate assessment is a continuous process from admission through career entry; however, more precise transition points have been identified by the EPP to enable it in monitoring the growth of candidates as they progress through their program(s).

Use of the transition points ensures that the EPP: (1) admits to candidacy students who have demonstrated high potential to become effective teachers, (2) monitors the progress of candidates in early field experiences and academic courses, (3) determines candidate readiness for extensive clinical practice, student teaching, (4) assesses the knowledge and skills of its candidates to teach so that P-12 students learn, (5) recommends only qualified

candidates for Oklahoma teacher licensure, and (6) by follow up surveys sent to the employers of all recent graduates.

An appropriate and clear course of action is defined for those candidates who fail to demonstrate satisfactory progress in any part of their preparation or who are considered deficient at any of the transition points. Likewise, a clearly established appeals process is one means of assuring equity and fairness in the process.

I. At Entry Into Programs (1). Both internal and external assessments, which focus on content knowledge and dispositions that suggest readiness for teaching, are used at the entry level.

Minimum Criteria – Compliance Elements

- 45 Hours or more with GPA of 2.75
- GPA of 3.00 in 20 hours of Liberal Arts prescribed by the EPP
- Pass Oklahoma General Education Test if GPA is less than 3.0 in 20 hours of Liberal Arts
- C or higher in EDUC 3121, Orientation to Teacher Education and EDUC 3122, The School
- in the American Culture
- C or higher in COMM 1213, Communication II: Oral Communication
- Pass Writing Exam (TEWE)
- Character Reference
- Reference Documenting Work with Children

Program Entry-Level Competencies - Elements That Require Judgments and/Decisions

- Evidence of Desire to Teach
- Evidence of Satisfactory Dispositions for Teaching
- Documented Success in Working with Appropriate Age Level
- Recommendation of Competence, Major Department
- Recommendation of Character and Suitability for Teaching, Student Life Office
- Approval of Teacher Education Council

ASSESSMENT OF CANDIDATES AT 3 TRANSITION POINTS & ENTRY TO PROFESSION

1. At Entry into Program

To ensure that the candidates admitted to professional teacher preparation are prepared for this experience and that they have potential for success as professional teachers. Candidates must have:

1. A propensity for scholarship
 - GPA of 2.75 in 45+ hours
 - GPA of 3.00 in 20 hours of Liberal Arts or Pass OGET
 - C in EDUC 3121 and 3122
2. Proficiency in the verbal skills
 - C in COMM 1213
 - Pass TEWE
 - GPA of 3.00 in 20 hours of Liberal Arts, or Pass OGET (required in program), or pass Pre-Professional Skills Test
3. Proficiency in the quantitative skills
 - GPA of 3.00 in 20+ hours of Liberal Arts, or Pass OGET (required in program), or pass Pre-Professional Skills Test
4. A mature and respected personal character appropriate for teaching
 - Positive recommendation from Student Life Office
 - Positive recommendation documenting work with children
5. An informed interest in and desire to teach
 - Positive recommendation of TE Interview Committee
 - Approval of TE Council
 - Positive recommendation of Major Department for admission
6. Score of 2 on Disposition portion of Teacher Education Interview Rubric

2. Before Clinical Practice Begins

To ensure that teacher education candidates are prepared for entry into a full term (12 weeks) of extensive field experience, Clinical Practice (Student Teaching). Candidates have:

1. Completed 95 hours
2. An overall GPA of 2.75
3. Met foreign language requirement
4. Mastered the content knowledge of major field(s)
 - Completed all courses in major field
 - GPA of 3.00 in major field
 - Passed OGET and OSAT
 - Positive recommendation of Major Department documenting content knowledge
5. Acceptable dispositions for teaching
 - Score of 2.75 on Disposition Assessment Rubric by Faculty
 - Positive recommendation from Student Life Office
6. Acquired an understanding of students at the appropriate level for their specialization
 - Satisfactory completion of all pre-clinical field experiences
7. Become effective in reflecting on professional practice and identifying areas for growth in knowledge, skills, and dispositions
8. Approval of TE Council

3. Before Program Completion

To ensure that all requirements of the program have been met, and that the candidates have acquired the knowledge, skills, and dispositions that are expected in the program before being given final approval of the faculty and recommended for an initial teaching license.

- Candidates:
1. Satisfactorily completed 12 week clinical practice
 - Grade of C or better.
 2. Have completed all program requirements
 - University Degree Audit
 3. Are viewed as competent teachers based on:
 - Passing Scores on state tests – OGET, OSAT & OPTE
 4. Are viewed by other professionals as competent in knowledge, skills, and dispositions
 - Formative Assessment During Clinical Practice by University Faculty and Clinical Faculty
 - Summative Assessment During Clinical Practice by University Faculty and Clinical Faculty
 - Score of 2.75 on Disposition Assessment by Faculty
 - Score of 70 on Teacher Work Sample
 5. Have demonstrated that they are effective teachers with all learners
 - Selected items from Formative and Summative Assessments completed by University and Clinical Faculty
 - Selected items from the Teacher Work Sample
 6. Have become proficient in self assessment by reflecting on their work as teacher candidates
 - Selected Items from the Teacher Work Sample

4. Upon Entry Into the Profession

To ensure that upon entry into the profession of teaching, candidates are given the assistance needed during the early years by experienced professionals, the Resident Teacher Committee in the first year, and to ensure that they are capable of delivering effective instruction for all students before being recommended for a standard certificate. New teachers:

1. Are adequately introduced to full time work as teachers with support and assistance from experienced professionals
 - Description of Resident Teacher Program
 - Assessment by Resident Teacher Committee on the Minimum Criteria for Effective Teaching.
2. Demonstrate their knowledge, skills, and dispositions as effective teachers prior to being granted a standard certificate
3. Demonstrate their effectiveness as viewed by employers
 - Follow Up Survey by Employers of Recent Graduates
4. Have a positive impact on student learning
 - Follow Up Survey by Employers of Recent Graduates
 - Results of student learning per state tests when these become available

See Details of Above in School of Education Assessment Plan, Appendix A, Assessment of Candidates at Transition Points

II. Before Clinical Practice (Student Teaching) Begins (2). As the candidates progress through the teacher education program and prior to entering clinical practice, their knowledge of content, pedagogy, pedagogical content knowledge, and the demonstration of the dispositions for teaching are assessed.

Minimum Criteria – Compliance Elements

- Complete all items for entry into program
- Complete 95 semester hours of credit with a GPA of 2.75
- GPA of 3.00 in major
- Completed foreign language requirement
- Passed State Tests – Oklahoma Subject Area Test and Oklahoma General Education Test

Clinical-Level Entry Competencies - Elements That Require Judgments and/Decisions

- Recommendation of Student Life Office
- Approval of Teacher Education Council
- Successful completion of pre-clinical field experiences
- Evidence of Content Knowledge
 1. Completed all courses in major field with a 3.0 GPA
 2. Pass Oklahoma Subject Area Test (OSAT)
 3. Recommendation of major department
- Pedagogical Content Knowledge
- Pedagogical Knowledge
- Acceptable Dispositions for Teaching

III. Before Program Completion (3). Clinical practice occurs during this transition period. The focus at this time is on effective teaching including possession of content knowledge and pedagogical content knowledge and skills, classroom management, instructional planning, effective delivery resulting in student learning, and dispositions for teaching.

Minimum Criteria - Compliance Elements

- Completion of 12 weeks of Clinical Practice and 1 week of Opening of School Observation
- Completed all Requirements of Degree Program
- Passed all State Tests - OGET, OSAT, OPTE

Program Completion Competencies - Elements That Require Judgments and/Decisions

- Content Knowledge - Completion of Major and Degree Requirements
- Pedagogical Content Knowledge
- Professional and Pedagogical Knowledge and Skills
- Dispositions for Teaching
- Evidence of Impact on Student Learning
- Recommend/Not Recommend for License

IV. Upon Entry into the Profession of Teaching. The EPP continues to follow new teacher effectiveness through a follow-up survey of employer satisfaction. Evidence of the teacher's positive impact on student learning is available from state mandated tests in some grades.

Career Entry Competencies - Elements That Require Judgments and/Decisions

- Content Knowledge
- Pedagogical Content Knowledge
- Professional and Pedagogical Knowledge and Skills
- Dispositions for Teaching
- Evidence of Impact on Student Learning
- Recommend/Not Recommend for Standard Certificate

KNOWLEDGE BASE

In addition to the following discussion of knowledge bases, the EPP has prepared a more thorough document describing its knowledge bases (see, **Knowledge Bases of the Conceptual Framework**). This document was first prepared in 1998 and has been in continual revision and use since.

Content Knowledge

Content knowledge for early childhood and elementary education majors is developed through the University Core Curriculum and 48 hours in content fields as required by the State of Oklahoma – 12 credit hours each in English, mathematics, science, and social studies (some of these credits fulfill the University Core Curriculum.) Content knowledge for secondary and K-12 majors is developed through completion of a content major in the teaching field in which the candidate is preparing to teach.

Internal and external assessments are used at each transition point to assess content knowledge. At the entry level, emphasis is placed on the assessment of content knowledge and the dispositions demonstrated by the candidate that address readiness for entry into teacher education. Content assessments include: (1) Performance in 45 hours of university course work with a GPA of 2.75, (2) Performance in 20 hours of liberal arts courses prescribed by the EPP with a GPA of 3.0, (3) Passing score on the Oklahoma General Education Test (OGET) for applicants with less than a 3.0 GPA in prescribed 20 hours of liberal arts, (4) Grade of C or better in the entry level professional education courses, EDUC 3121 and EDUC 3122, and (5) An assessment of writing on the Teacher Education Writing Exam (TEWE).

Knowledge of the impact of PL 110-17 is determined by the student's score for the final examination in EDUC 3122 and the assessment of Factor 1 of the Oklahoma Teacher Work Sample (TWS). Content knowledge is further assessed by grades in coursework, projects, and the results on the Oklahoma Subject Area Test (OSAT).

Pedagogical Content Knowledge

Prior to entering clinical practice, the candidate is engaged in a variety of well-structured field-based experiences (see Field Experience Handbook) that provide opportunities to apply instructional and assessment skills and demonstrate pedagogical content knowledge. Each field-based experience accompanies a course in which the candidate through classroom instruction is gaining knowledge regarding the use of multiple explanations and instructional strategies to make subject matter meaningful to all students. In addition, technology is integrated throughout the curriculum and linked to teaching and learning. Candidates are observed by university professors who teach the pedagogical content courses as well as P-12 teachers in whose classrooms the candidates engage in field experiences.

Candidates are assigned to P-12 teachers for their clinical experience who are considered to be outstanding educators by their school districts and by the School of Education at Oklahoma Christian University. Clinical faculty (cooperating teachers) must have at least three years of

teaching experience in their licensure area. Candidates plan and implement lessons, including pre-testing their students to determine their knowledge about a subject before beginning a unit of study. After instruction, they post-test their students to determine the extent to which learning has occurred. At the same time classroom management skills are being applied so that the environment encourages and enhances opportunities for learning. While completing clinical practice, candidates are observed and evaluated by both university supervisors and the classroom teachers (clinical faculty) to whom they are assigned. Candidates must reflect on the learning that takes place in the classroom and their methods of instruction in order to articulate why learning did or did not occur. Modifications are then made; attention is given to the learning needs of each sub-group in the classroom. Evaluations used during clinical practice and conferences provide feedback to the candidates.

Teacher work samples provide a comprehensive assessment of each candidate's professional and pedagogical knowledge and skills. Through their work samples, candidates must provide evidence of their ability to plan, deliver and assess standards-based instruction.

Pedagogical content knowledge is demonstrated in: (1) the teacher work samples, (2) the Oklahoma Professional Teachers Examination (OPTE), and (3) the grade point averages in professional education courses (no grade below a "C" is acceptable.)

All graduates are assessed by employers on a follow-up survey of recent graduates.

Professional and Pedagogical Knowledge and Skills

All candidates complete a prescribed set of courses designed to address professional and pedagogical knowledge and skills. The content of these courses address the following broad areas: how students learn and develop, understanding how students vary in their approaches to learning, best practices in motivation and behavior, understanding diversity, using a variety of instructional strategies to engage students and develop critical thinking and problem solving, using technology effectively, classroom management, collaborating with parents and others in the school and community environments, understanding the legal aspects of teaching and working with students and their parents, using a variety of assessment strategies to effect improved student learning, keeping records that document student academic growth, and developing curriculum and related instructional planning materials.

Candidates become well informed about state, national, and professional standards. They are also made aware of the impact of local, state, and federal laws governing schools and teaching, especially those that impact student management and academic learning. They are expected to understand and develop instructional strategies and plans based on the Oklahoma Academic Standards – OAS – Oklahoma's core curriculum. Through classroom study and field experiences, they learn how to design instruction, monitor student progress, and alter instruction to ensure that all students learn. Through the use of the individual Teacher Work Sample the candidates become proficient in reflecting on their instructional knowledge and practice.

Professional and Character Excellence P.A.C.E. (Dispositions)

Throughout the program, candidates are expected to demonstrate that they possess the dispositions expected of effective educators in a diverse society.

Before admission to teacher education, candidates articulate a desire to teach P-12 students by writing a paper to be reviewed by faculty. They are then interviewed by a Teacher Education Interview Committee and questioned regarding the desire they have articulated in writing. The Teacher Education Interview Committee completes a rubric rating of the candidates: Articulation of desire to teach, enthusiasm for subject, and value shown in student development/progress.

While enrolled in EDUC 3121, Orientation to Teacher Education, teacher candidates complete a self-assessment of their dispositions using an instrument which includes the INTASC disposition statements. They complete this self-assessment again in their senior level course, EDUC 4013, Human Relations and Cultural Awareness, and reflect on the differences and/or likeness in the two ratings.

The first assessment of teacher candidates addresses appropriate dispositions for teaching. This occurs while the teacher candidates are enrolled in EDUC 3121, Orientation to Teacher Education and involved in a 33 hour practicum in a P-12 classroom in a school with a diverse population.

ASSESSMENT OF TEACHER EDUCATION CANDIDATES BY FACULTY

P.A.C.E. assessments are completed for all candidates enrolled in professional education courses each semester. The candidates are assessed using an instrument, PACE (Professional and Character Excellence), on the following dispositions:

- A. Demonstrates preparation with positive and enthusiastic participation
- B. Meets deadlines, works independently, and aims toward excellence (aspires to do well)
- C. Demonstrates Christian/professional attitude with peers and School of Education personnel
- D. Exemplifies mature behavior and emotional stability
- E. Maintains punctual and regular attendance

Candidates' dispositions are assessed during student-teaching on specified items of the Formative and Summative Assessment Instruments. These assessments are conducted by the University Faculty and the Clinical Faculty. The standard School of Education rubric is used for this assessment. Overt dispositions assessed include the five PACE items plus "maintains appropriate grooming/dress". Also, existing competencies (numbers 4, 5, 6, 14, and 15) were identified to show assessment of dispositions of fairness and the belief that all students can learn.

Field Experiences and Clinical Practice

The EPP faculty, in collaboration with clinical faculty (field site faculty), assist teacher candidates in gaining the knowledge, skills, and dispositions needed to be effective teachers

as they interact with students in P-12 classrooms. The focus during field and clinical practice includes:

1. Planning effective lessons using the Teacher Work Sample process
2. Relating positively to students, parents, other professionals, and the community
3. Assessing student learning
4. Using appropriate teaching strategies to teach so that ALL students learn
5. Practicing effective classroom management procedures

Rubrics common to all field experiences assess candidate performance on a four point scale on Formative and Summative Assessment Instruments – “0” Insufficient Evidence for Rating (Not Attempted or Incomplete), “1” Basic (In Initial Stage of Development, Needs Improvement), “2” Emerging (Progressing Beyond Basic), “3” Proficient (Meets Standard, Competent), Target for Teacher Candidates, “4” Exemplary (Performance Comparable to that of Experienced Effective Teachers).

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APPENDIX A

INDEX TO THE ASSESSMENT OF COMPETENCIES

CONTENT AND SUBJECT AREA SPECIALIZATION – The Candidate:									
LEARNER DEVELOPMENT	A	B	C		E	F	G	H	I
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. (INTASC 1)	6	1	X					X	X
LEARNING DIFFERENCES									
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. (INTASC 2)	7	2	X					X	X
LEARNING ENVIRONMENTS									
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. (INTASC 3)	5	3	X					X	X
CONTENT KNOWLEDGE									
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. (INTASC 4)	12	4			X			X	X
APPLICATION OF 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. (INTASC 5)	12	5	X					X	X
ASSESSMENT									
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. (INTASC 6)	17	6	X					X	X
PLANNING FOR INSTRUCTION									
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. (INTASC 7)		7	X					X	X

INSTRUCTIONAL STRATEGIES									
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. (INTASC 8)	12	8	X					X	X
PROFESSIONAL LEARNING AND ETHICAL PRACTICE									
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. (INTASC 9)		9						X	X
LEADERSHIP AND COLLABORATION									
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. (INTASC 10)		10						X	X
PROFESSIONAL AND CHARACTER EXCELLENCE (P.A.C.E. – O.C.)									
11. The teacher approaches teaching with positive and enthusiastic participation (OC PACE)		11					X	X	X
12. The teacher meets deadlines and aims toward excellence (OC PACE)		12					X	X	X
13. The teacher demonstrates a Christian and professional attitude with stakeholders and university supervisors (OC PACE)		13					X	X	X
14. Exemplifies mature behavior and emotional stability (OC PACE)		14					X	X	X
15. Maintains punctual and regular attendance (OC PACE)		15					X	X	X
PERSONAL ADEQUACY (O.C.)									
16. Maintains appropriate grooming/dress (OC)	22	16					X	X	X

Assessment Key: A (Formative Assessment), B (Summative Assessment), C (TWS), E (OSAT), F (OPTE), G (PACE), H (Employer Survey), I (Graduate Survey)

NOTES: 1. This index is designed as a guide to the multiple sources of data used to assess the candidates' mastery of the Oklahoma Christian University School of Education Candidate Competencies – those expected of all candidates

APPENDIX B

DIVERSITY: AN INTEGRATED EXPERIENCE SCHOOL OF EDUCATION OKLAHOMA CHRISTIAN UNIVERSITY

Our mission, to prepare teacher candidates to be *Effective Teachers for All Learners*, demands that we be deliberate in addressing diversity. Consequently, faculty in the School of Education, working with the Teacher Education Advisory Committee, has thought carefully about the diversity component of the conceptual framework and how to effectively integrate it throughout the teacher education program. First, the university experience - the core curriculum; makeup of the student body, faculty and staff; mission trips; international study programs; and exchange programs - provide teacher candidates with opportunities to grow in their knowledge of different peoples, cultures, languages, and socioeconomic circumstances. The candidates find further opportunity to become knowledgeable of diversity through the field and clinical experiences and through the professional education curriculum in their respective programs in the School of Education.

Diversity in the OC University Experience

All students at OC begin their freshman year with a freshman experience opportunity named *Earn Your Wings* that exposes them to many diverse community settings. Some of those opportunities include tutoring in at-risk schools, delivering meals to elderly/disabled citizens, and volunteering for home repair and lawn maintenance in impoverished communities.

Another opportunity for OC students is a choice of many international study programs and mission trips offered either during the school year or during the summer months. These experiences range from spring break inner work in cities such as Houston, San Antonio, Memphis and New York City to several weeks of international study in Europe through the Vienna Study Program or in Asia through the Pacific Rim Study Program. Other experiences are detailed in the Academic Catalog.

- The overall student body at Oklahoma Christian University provides a form of cultural awareness. A large number of Oklahoma Christian students are from outside of the United States, and from within the U.S. are considered minority. A special treat for all on campus is the annual arrival of students from Ibaraki College in Japan. This three-week student exchange provides a close look at the Japanese culture, including customs, traditions, education, and family connections. Furthermore, the University has partnered with the Rwandan government in the “Rwandan Scholars Program” wherein each year 10 of Rwandans brightest high-school graduates come to O.C. to begin their bachelor’s degrees in math, science, or engineering. The university has a partnership agreement with Xian Polytechnic University in China. Chinese students complete one year on the Xian Polytechnic campus then transfer to Oklahoma Christian to complete their degrees.

Diversity of Experiences of Teacher Education Candidates

Teacher education candidates are well represented as participants in the diverse experiences which are available to Oklahoma Christian students. For example, a survey conducted of the seventy-three education majors in the 2011-2012 academic year revealed that that twenty-four students (33%) had travel experiences in foreign countries as participants in study abroad programs, mission trips, or individual and family trips. Six students have participated in the university's study-abroad programs. This group includes twenty-four candidates who have served on international mission trips. Several of the candidates had completed more than one mission trip. In addition to a diversity of international experiences, the candidates had significant diversity of domestic experiences. For example, seven candidates have lived in four or more states. 53% of them had traveled to ten or more states. Additionally, many students have participated in domestic mission efforts, most of which have been in inner-city settings. Fourteen candidates (19%) indicated they can speak a foreign language including sign-language at the conversational level or better.

Candidates Experience Diversity in School Settings

Once students enroll in professional education courses, generally in their third semester, they are assigned to a practicum site as a part of Introduction to Education. This 33 hour practicum fulfills the Oklahoma requirement that teacher candidates obtain field work in a diverse setting. Due to the location of Oklahoma Christian University, candidates have a multitude of school districts at which to complete this practicum. Candidates must complete a survey asking of their background so that the assignment for this practicum is truly diverse for the individual candidate.

Additional field experiences (see Field Experiences Handbook) prior to student teaching provide teacher candidates with more experience in a variety of settings and with a variety of students, e.g., in EDUC 3723, Education of the Exceptional Child, will experience working with students with disabilities.

The student teaching block presents a final opportunity for exposure to diversity. All teacher candidates student teach in two different school districts, with one representing a diverse setting. A final Teacher Work Sample (TWS) in which candidates analyze the diversity in a classroom and make accommodations for this diversity in their instruction is completed and fully implemented during student teaching, and a web site for communication with parents is also created, providing another avenue of support to diverse households.

Professional Study Focused on Diversity

Teacher candidates also study cultures through their coursework beginning with an overview of students in schools today in The School in American Culture to the understanding of exceptionalities in Education of the Exceptional Child. As candidates become more aware of culture beyond ethnic background, they study different learning styles in Learning, Instruction and Assessment, and they begin to plan for diversity on the classroom when they develop their Teacher Work Samples. Through methods courses, teacher candidates must capture

individual information on their practicum students as they write Factor 1 of the TWS. They must then accommodate for the diversity as they complete Factors 3 and 4 to the TWS. Lastly, candidates plunge into all forms of diversity in their senior semester which entails in depth study in Human Relations & Cultural Awareness where ethnicity, ability/disability, gender, religion, social class, and poverty are analyzed.

Diversity of Faculty and Faculty Experiences

Teacher candidates are exposed to a diverse EPP faculty in terms of gender, race, contact with other cultures through travel, and school experiences with diverse cultures in the university, in the School of Education, and in public schools where they complete field experiences and clinical practice. The EPP's professional education faculty currently include four females and one male, one of which is Native American.

APPENDIX C

TECHNOLOGY: INTEGRATION THROUGHOUT THE PROGRAM SCHOOL OF EDUCATION OKLAHOMA CHRISTIAN UNIVERSITY

A Tradition of Focus on Use of Technology at Oklahoma Christian University

The use of technology has long been part of the instructional program at Oklahoma Christian University. In the early 1960's, when the school was making plans for a new library building, the President charged the Academic Dean to study the use of technology in libraries and classrooms as it was being practiced at various collegiate institutions around the nation. Teams of Oklahoma Christian faculty went to study what other colleges were doing and leaders in the use of technology for instruction were brought to the OC campus.

As the new library building was being planned, the decision was made to make it large enough to house a study carrel for each student and to equip each of these carrels with a dial-access system so students could select from any of 136 recorded audio lessons from teachers available at any one time. The system went into use in January of 1966. Teachers received grants to develop programs for use on the dial system and a large number of teachers made good use of this facility. Some teachers taped lectures so students could hear them while using a worksheet prepared by the teacher to provide visuals and as a guide for note-taking. Other teachers recorded review exercises over class sessions for the week. Music teachers recorded comments along with music being played. Literature classes utilized poetry being read by its author or an expert reader. A government teacher went to Washington, D.C. and recorded comments by government leaders on how their particular role was actually carried out. In short, many teachers found innovative ways to make use of the dial-access system to improve both the effectiveness and the efficiency of their work.

Underlying the developments in the use of technology was a systematic approach to learning. Final objectives were set, a student's entering behavior was determined, and then the teacher developed learning systems to help the student move from entering to terminal behavior. Along with this were checks on student progress so they could be guided and motivated along the learning paths. Facts were gathered as to how well the system was working so it could be modified as necessary.

As the student body grew and new technology became available, it was necessary to change the plan for each student to have his/her own learning carrel with dial-access to audio tapes. Today students bring their own devices to campus.

There is considerable variation in the faculty as to their use of this system. Some do not make much use of it, preferring other methods of learning. Others make heavy use of the system, requiring students to bring laptops to every class meeting. The use of technology is not limited to laptops. Many utilize PowerPoint, SMART Board lessons, Google Slides, and other visual delivery systems in class. Others teach students how to use the computer for conducting research, writing music, taking tests, and much more.

The University supports the use of technology among its faculty through the North Institute for Teaching and Learning. This Institute is a campus-based program to help teachers be aware of the possibilities for using technology and to help them in developing instructional programs that use it. The Institute conducts seminars and other training sessions for faculty and through the Institute, all teachers have access to Blackboard to use with their classes.

Integration of Technology in the Teacher Education Program

Given the exceptional amount of technology offered at the university, faculty within the EPP are encouraged to use the technologies whenever appropriate. Faculty members have the freedom to require teacher candidates to utilize technology in the creation of learning pieces such as lesson plans, assignments, lecture tools, and other education tasks. A multimedia laboratory is available where teacher candidates develop materials for their teaching units and for use in their field experiences and clinical practice. Quite frequently, former candidates now teachers in the local schools return to campus to use some of the equipment for producing classroom materials. The technology plan of the EPP is ever evolving. A plan which frequently changes is essential to keep pace with a constantly changing field such as education technology.

Faculty members in the School of Education are integrating the technology available to them in their instructional practices and they are preparing the teacher candidates to do the same. Uses of technology by faculty and teacher candidates include designing webpages, completing online assessments, communicating through email, presenting using PowerPoint and SMART Board, iPads, Chrome Books, Google Tools, instructing using Clickers, viewing video clips, developing CDs of classroom teaching activities, conducting internet research, conducting virtual field trips, visiting web sites, obtaining information about schools where field experiences occur, accessing literature in professional journals, on-line discussion boards, submitting assignments and other materials electronically, designing room

arrangements, obtaining State Standards, posting course syllabi, assignments, and other class materials on Blackboard.

Formal instruction in the use of technology in classrooms and schools is required of all teacher candidates; they must enroll in EDUC 3421, Education Technology. This course instructs candidates on how to use computer applications to their advantage as an educator. Some of the educational uses include, but are not limited to, parent contact through newsletters and web site production, lecturing tools, and internet teaching resources. Computer applications such as Microsoft PowerPoint, Microsoft Word, and Microsoft Excel, Google Tools, and SMART Board provide candidates with an adequate technical toolbox for aiding them in their own personal instruction, and in how they can more effectively instruct students in schools.

Faculty members are given the training and technical support needed to utilize the computer technology available to them by the Informational Technology Services on campus with its HELPDESK, and by the North Institute for Educational Technology. These services are also available to the teacher candidates.

Adoption of National Educational Technology Standards (NETS)

In the Fall of 2003, the EPP adopted the set of technology standards of the International Society for Technology Education. NETS consists of three main areas of competence: NETS for students, NETS for teachers, and NETS for administrators. Only the areas of students and teachers are appropriate for the EPP since we do not have a program in administration. The NETS standards were rewritten in 2007 and are now referred to as ICT (information and communication technology) standards.