Welcome to the Southern Nazarene University School of Education. We are pleased that you have chosen SNU as your teacher training institution.

This handbook includes information you will need as you proceed through your program of study. No document can address all areas and we welcome your suggestions and inquiries throughout the year.

The faculty and staff of the School of Education wish you the very best during your study here at SNU.

Cordially,

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University Mission Statement

Our mission is to transform lives through higher education in Christ-centered community. As a Christian community of scholars, we model the hospitality of grace, the pursuit of truth, and the practice of discipleship, all within the Wesleyan-holiness tradition, as we prepare graduates who think with clarity, act with integrity, and serve with purpose.

Mission Contexts

Liberal Arts
Selected Professional Studies
Graduate Studies
A Wesleyan Theological Vision for Life and Thought
Cross-cultural Community Life

Core Values

Education in a Vital Christian Community
Partnership with the Church of the Nazarene
Hospitality in Admissions
Excellence in Teaching
Holistic Education and Leadership Development
Global Understanding, Service, and Ministry

The university motto of “Character-Culture-Christ” was introduced in 1933, and although the mission has undergone various modifications, the descriptors of the motto reflect the institution’s most basic ideals. The continuity provided by this motto keeps the institution focused on the pivotal role of education in character development, the nurturing of cultural analysis and criticism, and the tremendous potential of simultaneously pursuing the best in education and Christian commitment.

Vision Statement

Southern Nazarene University will be a school of choice in the South Central Region of the United States, known as one of the finest small teaching universities in the country with one of the most transformative campus experiences on earth.
SOUTHERN NAZARENE UNIVERSITY IS ...

An approved four-year senior college for the South Central Region of the Church of the Nazarene

Accredited for master’s degree programs in religion (master of arts, master of ministry), teacher education (master of arts), master of business administration, management (master of science), nursing education & nursing leadership (master of science), and counseling psychology (master of science)

A member of the North Central Association of Colleges and Secondary Schools with accreditation through the master’s program

Approved for teacher education by the Oklahoma State Board of Education

Approved for teacher education by the Oklahoma Office of Educational Quality and Accountability

Accredited by the Council for the Accreditation of Educator Preparation

Approved by the Oklahoma Board of Nursing

Accredited by the National Association of Schools of Music

Accredited by the Commission on Collegiate Nursing Education of the American Association of Colleges of Nursing

A member of the Oklahoma Independent College Foundation

A member of the Oklahoma Association of Independent Colleges and Universities

A member of the American Association of Colleges for Teacher Education

A member of the Coalition for Christian Colleges and Universities

Dedicated to the education of Christian youth
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Teacher Education Handbook Introduction

This handbook is designed for teacher candidates and advisors. It is very important that sequential information about all aspects of teacher education be understood. The complete book, which will be used largely by advisors, contains information from pre-admission to licensure/certification and residency year. Basic requirements for general education, speciality studies and professional studies have been mandated by the Oklahoma Department of Education. These basic requirements comprise a broad 50-hour requirement for general education. In professional education, 30 hours are required. A minimum of 40 hours is required in the specialization area. Some programs require more. All programs are approved by the Oklahoma State Department of Education and the Council for the Accreditation of Educator Preparation. The next visit for evaluation and re-approval will occur in 2018.

This handbook is organized into sections and will be distributed to teacher candidates during the professional education sequence of courses or upon request. This handbook is a supplementary text in ED 2162 Foundations of Education, where official application is made to the teacher education program. It will be used by teacher candidates throughout their professional education sequence.

School of Education Unit Philosophy

The School of Education at Southern Nazarene University is committed to the development of the whole person. To that end, it seeks to develop character, emphasizing values such as honesty and integrity; culture, with an eye toward relevance in today’s society; and a Christian worldview, with a deep commitment to the Christian faith.

School of Education Mission Statement

The general purpose of Professional Teacher Education at Southern Nazarene University is to orient the teacher candidates to the teaching profession within a framework of Christian principles and to assist them in becoming competent decision makers in a democratic society.
Departmental Objectives

The general purpose of Professional Teacher Education at Southern Nazarene University is to orient the teacher candidates to the teaching profession and to assist them in becoming competent teachers in a democratic society. Toward the realization of this objective, a sequential program of instruction and experience has been organized to assist students in the attainment of the following goals:

- To promote positive interpersonal relationships that build the teaching/learning process.
- To promote understanding of basic social, philosophical, psychological, legal and economic foundations of education.
- To become acquainted with mental, emotional, physical, psychological, legal and economic foundations of education.
- To assist in forming a base for understanding the nature of equal education opportunity.
- To promote awareness and understanding of the diverse nature of learners including the multicultural dimension and the mainstreaming dimension of education and its demands for teachers and implications for society.
- To assist in the development of a positive self-concept.
- To promote mastery of learning processes.
- To develop basic skills in diagnosing learners’ (including the mainstreamed student) needs and making decisions relative to meeting these needs with appropriate information, methods, and media.
- To develop knowledge, understanding, and appreciation of the cultural, social scientific achievements of individuals in their environment.
- To develop a personal philosophy of life and of education within a framework of Christian principles.
- To encourage development of an attitude that will lead to continued professional growth.

SNU Teacher Candidate Characteristics for Effective Teaching

Professional Teacher Education at Southern Nazarene University designs its teacher preparation program to develop effective teachers using the SNU Teacher Candidate Characteristics for Effective Teaching and the Oklahoma General Competencies for Teacher Licensure and Certification, both based on knowledge, skill and disposition standards outlined by the National Council for the Accreditation of Teacher Education.

1. The teacher possesses knowledge of general education coursework.
2. The teacher understands diverse populations and equity issues concerning diversity.
3. The teacher understands the legal aspects in education.
4. The teacher understands developmental characteristics of the learner and appropriate instructional strategies.
5. The teacher integrates technology into the learning environment.
6. The teacher possesses the ability to maintain positive classroom management.
The teacher possesses the ability to provide effective assessment and evaluation of student learning.

The teacher possesses the ability to provide effective instruction for individual differences.

The teacher is able to design and implement effective strategies for instruction (including critical thinking and problem-solving techniques).

The teacher is able to reflect on instructional practices and experiences based on the Oklahoma Core curriculum.

The teacher possesses and utilizes effective written and verbal communication skills.

The teacher possesses professionalism through: a) demeanor collegiality, b) scholarship, c) connection to professionalism, and d) data-driven decision making.

The teacher understands and appreciates community/home/school relationships by including parents and other community stakeholders in the decision-making process and by providing school-wide opportunities to recognize and celebrate diversity found within the local community.

The teacher possesses the ability to make professional decisions based on Christian principles.

Oklahoma General Competencies for Teacher Licensure and Certification

1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students development of critical thinking, problem solving, and performance skills and effective use of technology.

5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement learning, thus, providing opportunities for success.

6. The teacher develops a knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

9. The teacher evaluates the effects of his/her choices and actions on others (students, parent, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of student learning and well-being.

11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

12. The teacher understands the process of continual lifelong learning, the concept of making learning enjoyable, and a willingness to change when the change leads to greater student learning and development.

13. The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

14. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

15. The teacher understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.
Overview of Conceptual Framework

Southern Nazarene University's conceptual framework is an evolving process that began as a systems model in 1976. This systems model has represented and guided the unit through many transitional periods of both national and state standards. Following the most recent NCATE visit a general discussion began involving a more precise way to visually understand the complexity of training teachers in the 21st century. These general discussions led to a formal committee that sought input from the campus community and developed the current conceptual framework. This was designed to be visually easy to understand while remaining representative of the complexity of the teacher training process.

Southern Nazarene University's teacher education conceptual framework is illustrated as a building. The building represents each teacher candidate and what elements go into “building” this candidate who will ultimately be a Professional Decision Maker in 21st century public schools. The four steps on the bottom of the conceptual framework represent the foundational nature of the institution. Each step represents a cornerstone to the teacher candidate while at the same time integrating certain commonalities that permeate the entire process. Pictured on top of the foundational steps are the “pillars” that make up the professional education aspect of the structure. Each pillar represents a specific component. However, it should be understood that all components overlap and integrate with one another. Capping the conceptual framework is the teacher education graduate: a professional educator with the ability to be a responsible Christian decision maker who is committed to being a life-long learner.
The Foundational Steps

I. The mission of Southern Nazarene University is to “transform lives through higher education in Christ-centered community. As a Christian community of scholars, we model the hospitality of grace, the pursuit of truth, and the practice of discipleship, all within the Wesleyan-holiness tradition, as we prepare graduates who think with clarity, act with integrity, and serve with purpose.” This process begins even before their first semester; every freshman and transfer student must attend New Student Institute (NSI) one week before classes officially start. Incorporated into NSI are seminars on campus life, study skills, career goals and a service project. It is within this context that Southern Nazarene University endeavors to live up to its motto: Character | Culture | Christ.

II. The General Education step provides the broad academic foundation for each teacher candidate. Three overall goals guide the general education component of SNU. The first involves social/effective goals. “Students are challenged to develop a thirst for knowledge resulting in a self-sustained, lifelong commitment to the adventure of learning and a love for truth that includes open-mindedness, objectivity, courage, and persistence.” The second involves cognitive/professional goals. “Students are expected to acquire a reasonable understanding of the literary, philosophical, aesthetic, scientific and religious aspects of culture that structure thoughtful inquiry into the human condition.” Finally the third goal involves spiritual/personal goals. “Students are helped to understand that the living out of this commitment requires adherence to high moral standards held with integrity, yet without being dogmatic or coercive. Students are challenged not only to become equipped for leadership in the Church and society, but also to commit to serving others through the Church.”

III. The Specialization step provides students with the specific content knowledge necessary to be effective teachers in their chosen field of study. Every certified program offered by SNU meets the standards of their learned society and/or the standards put forth by the Oklahoma State Department of Education. Teacher candidates are assigned a university advisor from the unit who will monitor and guide them through their educational process.

IV. The Professional Education step provides candidates with the pedagogy that will enable them to combine content knowledge, teaching skills, and the learner into a positive learning environment. The components that guide and direct the professional education “step” are found in the following goals:

- To promote positive interpersonal relationships that build the teaching/learning process.
- To promote understanding of basic social, philosophical, psychological, legal and economic foundations of education.
- To become acquainted with mental, emotional, physical, psychological, legal and economic foundations of education.
- To assist in forming a base for understanding the nature of equal education opportunity.
- To promote awareness and understanding of the diverse nature of learners including the multi-cultural dimension the inclusion dimension of education, and its demands for teachers and its implications for society.
- To assist in the development of a positive self-concept.
• To promote mastery of learning processes.
• To develop basic skills in diagnosing learners’ (including mainstreamed exceptional students) needs and making decisions relative to meeting these needs with appropriate information, methods, and media technology.
• To develop knowledge, understanding, and appreciation of the cultural, social, and scientific achievement of individuals in the global environment.
• To promote an understanding and use of technology in the classroom.
• To develop a positive disposition of life and of education within a framework of Christian principles.
• To encourage development of an attitude that will lead to continued professional growth.

There are three “themes” that exist in these foundational steps:

**ATTITUDES/DISPOSITION, DIVERSITY, AND STEWARDSHIP/SERVICE**

The theme, **Attitudes/Disposition**, centers on the development of a positive outlook toward the teaching profession within each teacher candidate. The teaching profession has enough detractors and Southern Nazarene University strives to develop teacher candidates who will be a positive influence both inside and outside the classroom. We believe the teacher is the key ingredient in the classroom in promoting positive learning environments and perpetuating the attitude and belief that **ALL students can learn.**

The second theme that is woven throughout the SNU Teacher Education Program is **Diversity**. Southern Nazarene University is committed to all areas of diversity. Throughout coursework, field experiences and clinical practice in the teacher education program, teacher candidates are exposed to different ethnicities, cultures, socio-economic classes, religious and social preferences, language differences and urban/suburban/rural school settings. Embedded throughout the program, teacher candidates are exposed to issues regarding fairness in educational settings by meeting the needs of ALL students in a caring, non-discriminatory, and equitable manner. Through these experiences, the teacher candidates learn effective practices as they reflect and adjust teaching strategies for diverse learners. As society becomes more diverse, teacher candidates in the SNU Teacher Education Program are equipped to meet the educational challenges and needs in facilitating effective student learning in diverse educational settings and environments.

The third theme, **Stewardship/Service**, involves the management of time, money and energy so that teacher candidates are able to serve others. True and effective teaching is only possible through a servant’s heart. This is seen through endless hours of preparation, study, practice, evaluation and continuing education/professional development, all with limited monetary rewards. In order to accomplish this goal, the teacher candidates must learn to be good stewards. Time management, effective planning, and organizational skills are essential throughout teacher candidates’ preparation program if the teacher candidates want to graduate in a reasonable time. Service components to the school and community are found in each teacher candidates’ program and are documented in the Teacher Candidate Growth Portfolio. Service to others through effective teaching is interwoven throughout the preparation of SNU teacher candidates.
The Pillars

Seven pillars guide and direct teacher candidates into the areas of competencies that will lead toward being a 21st century Christian decision maker. Each pillar represents one or more of the 15 competencies established by the State Department of Education (the first 10 are INTASC standards). It should be understood that within each pillar there are both unique characteristics and characteristics that blend or are shared by more than one pillar. Because Oklahoma and Southern Nazarene University have adopted a competency-based approach to teacher education, specific courses may be specified only as examples. Following is a brief explanation of each pillar:

A. **Foundations** is an area that helps teacher candidates to understand central educational concepts and methods of inquiry. It provides an historical and philosophical background of American education. It also explores salary schedules, career opportunities, and areas of greatest need (both from a certificate viewpoint and geographical viewpoint). Teacher candidates are made aware of legal aspects that affect students and teachers.

B. **Technology** reflects the commitment toward training teachers for the 21st century. Technology is not only addressed in a separate class (Ed. Tech.) but is integrated throughout the professional and specialization courses. Teacher candidates are trained to use a variety of software programs along with periphery hardware. Candidates also design their own personal web page and educational web page. All teacher candidates are expected to create an instructional unit that incorporates technology into the classroom curriculum. Most professors across the university campus model the use of technology.

C. Understanding of the **Growth/Development** of young children through adolescence is paramount to meeting the individual needs of each student. Each educational objective or strategy is developed in the interest of the individual student’s intellectual, social and physical developments. Being able to motivate students to perform up to their capabilities is only possible through the understanding of the developmental process.

D. **Assessment/Evaluation** is an ongoing process. After objectives are formulated and strategies developed to teach those objectives, teacher candidates will be aware that both objectives and strategies may need to be modified based on formal and informal assessments. Candidates are exposed to a wide range of assessment tools: standardized tests, teacher-designed tests, student participation and attendance, criteria based evaluation, informal assessment and “kid watching.” More than once, teacher candidates are asked to reflect on (see Observation Reflection Form) how a teacher’s decision impacts each student and the total learning environment.
E. Teaching/Learning is the process that brings together in a positive, interactive, and collaborative way raw knowledge and the student. Teacher candidates are trained in unit design that incorporates an integrated curriculum with instructional strategies that will lead to a positive learning environment. Opportunities to apply what has been learned to real life scenarios can begin as early as a candidate’s sophomore year and culminate with the teacher candidate’s student teaching experiences. Through these opportunities, teacher candidates also demonstrate and reinforce their beliefs in equal opportunity for ALL learners. Learning preferences and strategies which address all learners, regardless of exceptionality, are applied and evaluated.

F. Field Experiences/Clinical Practice begin at the earliest stage possible, even before a university student has declared education as his or her major. Because of the expectations placed on teacher candidates, early and ongoing exposure (field experiences) is a vital key to making wise career decisions. Student teaching (clinical practice) is assigned based on teacher candidate needs/specialization, available transportation and exposure to diverse populations. One of the first two clinical practice experiences must be in a school with a diverse population, based on ethnic population and/or socio-economic level. Every teacher candidate will have two student teacher assignments. For Early Childhood, this means a Pre-K/K and a 1-3 grade assignment. For elementary teacher candidates, this means a lower primary (1-3), upper primary (4-5) or, if the teacher candidate is qualified, a middle school (6-8) assignment. For secondary teacher candidates, this means middle school (6-8) and high school (9-12) assignments. For the P-12 teacher candidate (Vocal/Instrumental Music, Physical Education), this means elementary (1-5), middle school (6-8) or high school (9-12) assignments. All student teacher evaluation forms (Feedback and Final) reflect the Oklahoma Criteria for Effective Teaching Performance.

G. Family/School/Community is a vital component of professional education. Teacher candidates must understand the community in which they teach. They must value parents as the students’ primary teachers, with teacher candidates as supporting teachers. Teacher candidates also understand the importance of interacting and communicating with families and communities representing various areas of diversity: socio-economic, racial, multicultural, religious, social and ethnic. Developing and maintaining good relationships and communications with diverse groups within the community is key to providing optimum learning opportunities for all learners, and is also important for continuing support in the community for positive learning environments. Professionalism is an area that is under intense scrutiny in today’s society. If teachers want to be treated with the respect that other professionals enjoy, they need to be viewed as professionals worthy of that respect. How they interact and communicate with parents and the community is vital to this professional status. Teacher candidates are also made aware that their disposition (e.g. appearance, actions and interactions) at school and in the community will have an impact on how the public views the teaching profession.

The Apex

The apex of the conceptual framework represents graduates. Teacher candidates who have successfully completed their programs of study should first and foremost be Professional Decision Makers. Consequently, as professional decision makers, graduates will be able to successfully master the challenges, both the known and unknown, of teaching in the 21st century.
This ability can be maintained only if graduates are committed to being **Lifelong Learners**, which includes professional development and continuing education.

**The Cognitive Viewpoint**

The conceptual framework is process oriented with an eclectic approach to theory. Certain courses rely heavily on developmental theory, while others build on behavioral foundations. However, for the greatest part of teaching, modeling, and developing of learning theory and practice, professional educational view from which to build the disciplines and practices of education that we feel are most effective. Jerome Bruner, David Ausubel, and Jean Piaget have contributed to the cognitive learning theory from which our model has been drawn.

The cognitive viewpoint of learning embraces a process of learning that includes the individual learner in conjunction with the need for a facilitator/teacher to provide an environment in which increased learning can take place. Jerome Bruner states that learning is the active state of acquiring knowledge by selecting, retaining, and transforming information. He further states that the essence of teaching is to provide opportunity for learners to grasp the structure of any given subject. He believes that individuals must relate that structure to their own perceptual understanding and then apply that understanding to things outside of themselves. Thus, learning is a process, not a product. Bruner’s theory of learning includes a four-step process that must occur in order for learning to take place. Motivation, structure, sequence, and reinforcement are the keys to increased knowledge. Motivation for learning may be intrinsic or extrinsic. Structure and sequence are necessary for building on prior knowledge. Reinforcement may also be intrinsic or extrinsic, but internalized learning that lasts for a lifetime is generally motivated by intrinsic desires.

David Ausubel supports cognitive theory with his approach to learning. His research supports the notion that learning can be structured with the use of advance organizers that allows for building on prior knowledge and moving the learner toward set outcomes. Expository teaching becomes a part of this process in order to provide the structure necessary for classroom lecture, discussion, and group instruction. Guided thinking processes provide the learners with the required definitions, principles, and rules. In this way, learners arrive at set expectations as designed by the instructor.

Cognitive theory validates the use of simulations, hands-on practicum experiences, cooperative learning, peer teaching, and group discussion. Developmental aspects, such as problem-solving, autonomy and active learning are a part of the entire professional education curriculum. Thus, students are taught to manage classrooms and behavior within unique situations. Consequently, behavioral theories and strategies are provided within the learning experiences.

Our model of the professional decision maker employs cognitive notions in that encourage students to discover and develop those styles and methods that work for them on an individual basis and in different situations. Recent research from Goodlad, Brophy and Good all support the use of these methods for effective teaching. The eclectic viewpoint as presented here allows students to develop as effective decision makers. The core bibliography serves as the foundation of the total program.
KNOWLEDGE BASE CORE BIBLIOGRAPHY


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Pre-Professional Education

This phase of teacher education refers to the early preparation of the student before he/she is admitted to teacher education. A student will typically complete ED 2111 Introduction to Education (with 12 clock hours of observations in accredited schools), a prerequisite to ED 2162 Foundations of Education. It is also recommended that a student take ED 2173, Psychology Across the Life Span. The pre-professional phase includes a minimum of twenty-four hours. It is in the course, ED 2162 Foundations of Education, that a student makes application for admission and completes all requirements for admission to the teacher education program. Courses in General Education and in the Specialization area may be taken during this phase. (Teacher candidate should consult with advisor as policy regarding courses in the major vary from area to area.)

Early Field Experiences

Sixty (60) clock hours of observations/field experiences are required of all teacher candidates as part of Professional Education (prior to the Professional semester). The early field experiences are completed with two 12-hour assignments: one in ED 2111 Introduction to Education (1A) and one in ED 2162 Foundations of Education (1B). The additional hours are scheduled in methods courses and other Specialization coursework. Log sheets are required to be submitted as documentation and candidates will articulate their experiences on the 1A and 1B Observation/Reflection Forms. The cooperating teacher also completes an evaluation form on each teacher candidate.
Alignment of NCATE Characteristics, SNU SOE Characteristics, OCTP Competencies, and SNU’s Conceptual Framework

The growth portfolio is one component of the overall Southern Nazarene University Education Department’s (SNU SOE) assessment plan, which is a set of comprehensive evaluation measures that begin early in the teacher candidate’s program and continue through graduation and into the field of teaching. The evaluation measures include, but are not limited to evaluation of course projects, assignments, exams, the three required state tests – Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT), and the Oklahoma Professional Teaching Examination (OPTE) – and the growth portfolio, which is based on the 15 competencies established by the Oklahoma Commission for Teacher Preparation (OCTP) and on the 14 characteristics established by SNU SOE.

Each of the following organizations – The National Council for the Accreditation of Teacher Education (NCATE), the Southern Nazarene University Education Department (SNU SOE), the Oklahoma Commission for Teacher Preparation (OCTP) – have different, yet overlapping, characteristics/competencies for beginning teachers. The following figure shows the alignment of the NCATE characteristics, SNU SOE characteristics, OCTP competencies, and SNU SOE’s conceptual framework. The figure also indicates the specific assessments for each competency and characteristic. For example, SNU SOE characteristic #1: “The teacher possesses knowledge of general education coursework,” indicates that the unit believes that the teacher candidate should have a good foundation in general education. This correlates with Oklahoma Standard 1 and 4 as described by the OCTP. This in turn is visually represented in the SNU SOEs Professional Decision Maker Conceptual Framework General Education Step, and is finally assessed by artifacts collected and evaluated in the Growth Portfolio and by the candidate successfully passing the Oklahoma General Education Test (OGET). Each of the 14 SNU Characteristics follows the same pattern as shown in the figure below.
<table>
<thead>
<tr>
<th>NCATE Characteristics</th>
<th>SNU Characteristics</th>
<th>Oklahoma Competencies</th>
<th>SNU Conceptual Framework Component</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>1. The teacher possesses knowledge of general education course work.</td>
<td>OK 1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches. OK 4. The teacher understands curriculum integration processes.</td>
<td>General Education Step Teaching/ Learning Pillar</td>
<td>OGET Portfolio (Sections A &amp; D)</td>
</tr>
<tr>
<td>NCATE Characteristics</td>
<td>SNU Characteristics</td>
<td>Oklahoma Competencies</td>
<td>SNU Conceptual Framework Component</td>
<td>Assessment</td>
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<tr>
<td>Knowledge</td>
<td>2. The teacher understands diverse populations and equity issues concerning diversity.</td>
<td>OK 18. The teacher understands the importance of teaching to diverse populations and abilities.</td>
<td>Professional Education Step Specialization Step Field Experiences/ Clinical Practice Pillar</td>
<td>Student Teaching Evaluations First Year Administration’s Evaluations Student Teaching Seminar Inclusion Paper Observation Forms IA &amp; IB (ED 2111 &amp; ED 2162) Rubrics of 3 Field Observations (ED 4142) OPTE Portfolio (Sections R &amp; S)</td>
</tr>
<tr>
<td>Knowledge</td>
<td>3. The teacher understands the legal aspects of education.</td>
<td>OK 13. The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.</td>
<td>Professional Education Step Foundation Pillar Family/School/ Community Pillar</td>
<td>First Year Evaluations Student Teacher Evaluations Student Teacher Seminar Portfolio (Section M)</td>
</tr>
<tr>
<td>NCATE Characteristics</td>
<td>SNU Characteristics</td>
<td>Oklahoma Competencies</td>
<td>SNU Conceptual Framework Component</td>
<td>Assessment</td>
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<tr>
<td>Knowledge</td>
<td>4. The teacher understands developmental characteristics of the learner and appropriate instructional strategies.</td>
<td>OK 2. The teacher understands how students learn and develop. OK 3. The teacher understands that students vary in their approaches to learning. OK 11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.</td>
<td>Professional Education Step Specialization Step Growth/Development Pillar</td>
<td>First Year Evaluations Student Teacher Evaluations OPTE Observation Forms IA &amp; IB (ED 2111 &amp; ED 2162) OSAT Portfolio (Sections B, C &amp; K)</td>
</tr>
<tr>
<td>NCATE Characteristics</td>
<td>SNU Characteristics</td>
<td>Oklahoma Competencies</td>
<td>SNU Conceptual Framework Component</td>
<td>Assessment</td>
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<tr>
<td>Skill</td>
<td>5. The teacher integrates technology into the learning environment.</td>
<td>OK 4. The teacher uses a variety of instructional strategies to encourage students development of critical thinking, problem solving, and performance skills and effective use of technology.</td>
<td>Professional Education Step Specialization Step General Education Step Technology Pillar</td>
<td>Student Teacher Evaluations Portfolio (Section D)</td>
</tr>
<tr>
<td>NCATE Characteristics</td>
<td>SNU Characteristics</td>
<td>Oklahoma Competencies</td>
<td>SNU Conceptual Framework Component</td>
<td>Assessment</td>
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<tr>
<td>Skill</td>
<td>6. The teacher possesses the ability to maintain positive classroom management.</td>
<td>OK 5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement learning, thus, providing opportunities for success.</td>
<td>Professional Education Step Teaching/Learning Pillar Field Experiences/ Clinical Practice Pillar</td>
<td>Student Teaching Evaluations First Year Evaluations Portfolio (Section E)</td>
</tr>
<tr>
<td>NCATE Characteristics</td>
<td>SNU Characteristics</td>
<td>Oklahoma Competencies</td>
<td>SNU Conceptual Framework Component</td>
<td>Assessment</td>
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<tr>
<td>Skill</td>
<td>7. The teacher possesses the ability to provide effective assessment and evaluation of student learning.</td>
<td>OK 7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process subject matter, students abilities and differences, and the community; and adapts instruction based upon assessment and reflection.</td>
<td>Professional Education Step Specialization Step Assessment/ Evaluation Pillar</td>
<td>Rubric for Learning &amp; Evaluation ED 3122 Student Teaching Evaluations First Year Evaluations OSAT Portfolio (Sections G,A &amp; H)</td>
</tr>
<tr>
<td>NCATE Characteristics</td>
<td>SNU Characteristics</td>
<td>Oklahoma Competencies</td>
<td>SNU Conceptual Framework Component</td>
<td>Assessment</td>
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<td>OK 15. The teacher understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance”. and how to incorporate these criteria in designing instructional strategies.</td>
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<tr>
<td>NCATE Characteristics</td>
<td>SNU Characteristics</td>
<td>Oklahoma Competencies</td>
<td>SNU Conceptual Framework Component</td>
<td>Assessment</td>
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<tr>
<td>Skill</td>
<td>8. The teacher possesses the ability to provide effective instruction for individual differences.</td>
<td>OK 3. The teacher creates instructional opportunities that are adaptable to individual differences of learners. OK 7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students abilities and differences, and the community; and adapts instruction based upon assessment and reflection.</td>
<td>Professional Education Step Specialization Step Assessment/ Evaluation Pillar Teaching/ Learning Pillar Field Experiences/ Clinical Practice Pillar</td>
<td>Student Teaching Evaluations First Year Evaluations Student Teaching Seminar Inclusion Paper Portfolio (Sections B, C,G, &amp; H)</td>
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<td>NCATE Characteristics</td>
<td>SNU Characteristics</td>
<td>Oklahoma Competencies</td>
<td>SNU Conceptual Framework Component</td>
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<td>OK 8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.</td>
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<td>OK 15. The teacher understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance”, and how to incorporate these criteria in designing instructional strategies.</td>
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<td>NCATE Characteristics</td>
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<tr>
<td>Skill</td>
<td>9. The teacher is able to design and implement effective strategies for instruction including critical thinking and problem solving techniques.</td>
<td>OK 1. The teacher can create learning experiences that make these aspects of subject matter meaningful for students. OK 2. The teacher can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary. OK 4. The teacher uses a variety of instructional strategies to encourage students development of critical thinking, problem solving.</td>
<td>Professional Education Step</td>
<td>Student Teacher Evaluations</td>
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<td>Specialization Step</td>
<td>PDM TWS</td>
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<td>Teaching/ Learning Pillar</td>
<td>Portfolio</td>
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<td>Field Experiences/ Clinical Practice Pillar</td>
<td>(Sections B, C, D &amp; H)</td>
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<td>First Year Evaluations</td>
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<td>NCATE Characteristics</td>
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<td>Oklahoma Competencies</td>
<td>SNU Conceptual Framework Component</td>
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<td>OK 6. The teacher develops a knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
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<td>OK 15. The teacher understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance”, and how to incorporate these criteria in designing instructional strategies.</td>
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<tr>
<td>Skill</td>
<td>10. The teacher is able to reflect on instructional practices and experiences, based on the OK core curriculum.</td>
<td>OK 7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students abilities and differences, and the community; and adapts instruction based upon assessment and reflection. OK 12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.</td>
<td>Professional Education Step Specialization Step Teaching/ Learning Pillar</td>
<td>Observations forms IA &amp; IB (ED 2111 &amp; ED 2162) Portfolio (Sections G,L,N &amp; O) Exit Interviews OPTE Student Teacher Evaluations</td>
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<td>NCATE Characteristics</td>
<td>SNU Characteristics</td>
<td>Oklahoma Competencies</td>
<td>SNU Conceptual Framework Component</td>
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<td>OK 14. The teacher understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.</td>
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<td>OK 15. The teacher understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance”, and how to incorporate these criteria in designing instructional strategies.</td>
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<td><strong>NCATE Characteristics</strong></td>
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<td>Skill</td>
<td>11. The teacher possesses and utilizes effective written and verbal communication skills.</td>
<td>General Education Step</td>
<td>First Year Evaluations</td>
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<td>Professional Education Step</td>
<td>Student Teacher Evaluations</td>
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<td>Specialization Step</td>
<td>Teacher Education Interviews</td>
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<td>Teaching/Learning Pillar</td>
<td>Portfolio Reflection Forms</td>
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<td>Conceptual Framework Essay</td>
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<td>Philosophy Statement</td>
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<td>Disposition</td>
<td>12. The teacher possesses professionalism through:</td>
<td>OK 9. The teacher evaluates the effects of his/her choices and actions on others and modifies those actions when needed, and actively seeks opportunities for continued professional growth.</td>
<td>Professional Education Step</td>
<td>Graduate Surveys</td>
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<td></td>
<td>a. demeanor/ collegiality</td>
<td>Specialization Step</td>
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<td>First Year Evaluations</td>
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<td>b. scholarship</td>
<td>Foundation Pillar</td>
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<td>Teacher Ed Interviews</td>
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<td>c. connection to profession</td>
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<td>Observation Forms IA &amp; IB (ED 2111 &amp; ED 2162)</td>
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<td>d. data driven decision making</td>
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<td>Portfolio (Section I)</td>
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<td>NCATE Characteristics</td>
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<td>Oklahoma Competencies</td>
<td>SNU Conceptual Framework Component</td>
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<tr>
<td>Disposition</td>
<td>13. The teacher understands and appreciates community/home/school relationships by including parents and other community state holders in the decision-making process and by providing school-wide opportunities to recognize and celebrate diversity found within the local community.</td>
<td>OK 9. The teacher evaluates the effects of his/her choices and actions on others and modifies those actions when needed, and actively seeks opportunities for continued professional growth. OK 10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of student learning and well being.</td>
<td>Professional Education Step Family/School/Community Pillar Southern Nazarene University Step</td>
<td>First Year Evaluations Student Teacher Evaluations Portfolio (Sections I,J and V) NSI Essay</td>
</tr>
<tr>
<td>NCATE Characteristics</td>
<td>SNU Characteristics</td>
<td>Oklahoma Competencies</td>
<td>SNU Conceptual Framework Component</td>
<td>Assessment</td>
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<tr>
<td>Disposition</td>
<td>14. The teacher possesses the ability to make professional decisions based on Christian principles.</td>
<td>Southern Nazarene University Step General Education Step Professional Education Step Specialization Step Apex Teaching/ Learning Pillar Field Experiences/ Clinical Practice Pillar</td>
<td>Student Teaching Evaluations First Year Evaluations V.P. for Student Development Recommendation Form Conceptual Framework Essay Philosophy Statement</td>
<td></td>
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</tbody>
</table>
Growth Portfolio Philosophy

The School of Education of Southern Nazarene University believes that the Growth Portfolio, as prescribed by the Oklahoma Commission for Teacher Preparation, National Council for the Accreditation of Teacher Education and the Oklahoma State Department of Education, provides ways to assess the growth of individual teacher candidates. It is a collaborative effort between faculty, the teacher candidate, and his/her peers. The assessment provided is multidimensional in that processes, perceptions and products are evaluated. The portfolio represents the growth of each teacher candidate as he/she progresses through the daily assignments that are designed to produce a Professional Decision Maker. Teacher candidates are encouraged to reflect on their experiences to gain insight and to identify strengths and weaknesses that are a part of their individual performance. Realistic goals are set to help the teacher candidate reach his/her highest potential within the framework of the education program at Southern Nazarene University. The primary emphasis of the Growth Portfolio is to display the growth of the individual teacher candidate.

Growth Portfolio Policy

As mandated by the Oklahoma Commission for Teacher Preparation, the Oklahoma State Department of Education, National Council for the Accreditation of Teacher Education, and the Education Department of Southern Nazarene University, all students not admitted to Teacher Education by Fall 1997, are required to establish a growth portfolio which is begun early in the pre-service level and documents that the teacher candidates
a) have encountered experiences that enabled them to become a professional decision maker,
b) have the ability to relate principles and theories to practice,
c) have experienced a variety of school communities, school settings and teaching styles,
d) have been involved with parents and the school community, and

have completed effective teaching in specific school settings as reflected by peer and faculty feedback. Each teacher candidate will prepare a portfolio, known as the Growth Portfolio, as a requirement of the Professional Education sequence. Most artifacts are required; however, teacher candidates are encouraged to add artifacts that demonstrate their competency in a certain area. From these growth portfolios, a teacher candidate will make copies of the artifacts that he/she wishes to display in his/her showcase portfolio which will be used during interviews with school districts with whom the teacher candidate is attempting to gain employment.

Growth Portfolio Purpose

The purpose of the portfolio is to show growth in understanding of subject matter and teaching strategies and to show evidences of various teaching experiences of the teacher candidate. Therefore, some artifacts are taken from activities that the teacher candidate experienced early in his/her undergraduate degree, while other artifacts are taken from student teaching experiences. Individual artifacts should reflect the teacher candidate's best work at the time the artifact was submitted to the growth portfolio, and the portfolio should reflect the growth of the teacher candidate as he/she develops into a professional decision maker.
Growth Portfolio Structure

- The competencies as established by the Oklahoma State Department of Education and the Oklahoma Commission for Teacher Preparation are the organizing principle for the growth portfolios. The rubric indicates which artifacts reflect the competency. Some artifacts fulfill the requirements of more than one competency.
- The artifacts will be collected throughout the college career, beginning in their first semester at SNU, continuing in ED 2111 (Introduction to Education with Lab) and ending in ED 4700 (Student Teacher Seminar III) which takes place after the student teaching is completed. Some artifacts represent class assignments collected during the semester in which they were produced, these artifacts will be placed in the teacher candidate’s file in the portfolio file cabinet located in the education office. For each level of assessment the teacher candidate places all the collected artifacts from the portfolio file cabinet into the growth portfolio, which is stored in the education department.
- The artifacts will reflect the candidate’s level of expertise at the time the artifacts were completed. Therefore, all artifacts will be dated in order for the reviewer and the candidate to see personal growth.
- All artifacts must be neatly prepared and include a reflective response form. The reflective response forms must follow the format that is given in ED 2111 - Introduction to Education.
- All artifacts will be placed in the growth portfolio (a three-ring binder), which is provided by the School of Education.
- All reflection response forms and artifacts must be typed and well-written. Assessment forms do not need to be typed.

Growth Portfolio Assessment Schedule

The Growth Portfolio will be assessed according to the rubric provided. It will be assessed four times by the SNU School of Education according to the following schedule:

Level I - At the end of the semester in which the teacher candidate takes Foundations of Education (ED 2162).

Level II - During the semester directly before student teaching.

Level III - During Student Teaching Seminar II.

Level IV - During Student Teaching Seminar III which is after the student teaching experience. A list of teacher candidates who successfully completed the growth portfolio will be given to the director of teacher education.
Growth Portfolio Scoring

“Target” demonstrates exemplary qualities, which indicates that on the Reflection form the candidate clearly states two ways that the artifact is related to the competency and three ways the experience helped him/her grow into a professional decision maker. The candidate has no mechanical errors on the typed reflection form.

“Acceptable” demonstrates adequate work, which indicates that on the reflection form the candidate clearly states one way that the artifact is related to the competency and two ways the experience helped him/her grow into a professional decision-maker. The candidate has no mechanical errors on the typed reflection form.

“Unacceptable” demonstrates inadequate work, which indicates that on the reflection form the candidate does not clearly relate the artifact to the competency, and he/she gives only one way that the experience helped him/her grow into a professional decision-maker. The candidate has at least one mechanical error on the typed reflection form.

The score of 5 demonstrates “Target.”

The score of 3 demonstrates “Acceptable.”

The score of 1 demonstrates “Unacceptable.”

The following are the scores for each level:

- Level I: Total Score of all “Targets” = 30, Passing Score = 18
- Level II: Total Score of all “Targets” = 70, Passing Score = 42
- Level III: Total Score of all “Targets” = 60, Passing Score = 36
- Level IV: Total Score of all “Targets” = 60, Passing Score = 36

If the teacher candidate does not have a passing score, he/she must meet with the evaluator to discuss a plan of improvement. For each level of evaluation, the teacher candidate must have all documents that are listed under the checklist. No passing score will be given unless all documents are presented.

Growth Portfolio Evaluation Schedule

**Level I - Introduction to Education (ED 2111)**

- Check Sheets of Observation, reflecting various school settings, grades, and teaching strategies
- Reflection Form on observation experience
- Initial Philosophy to Education
- Essay about NSI Volunteer Project or other community service opportunity
Level II - Educational Technology (ED 2142)
- Computer work on CD

Foundations of Education (ED 2162)
- Observation check sheets reflecting various settings, grades, and strategies
- Reflection form on observation experience
- Initial personal essay with personal goals
- Initial essay explaining SNU’s Conceptual Framework

General Education (Revised Spring ‘05)
- 1 artifact from any English course
- 1 artifact from any social studies course
- 1 artifact from any science course
- 1 artifact from any math course
- 1 artifact from any theology/religion course

Any class from candidate’s major
- 2 pieces of documentation of practicums
- Thematic unit
- Peer assessment of candidate’s class presentation or teaching
- Photographs of bulletin board (optional)
- Photographs of any experiences with children

Professional Decision Making (ED 4273)
- Initial discipline plan
- Unit which reflects cooperative learning groups, discovery/inquiry learning, role/play simulations, career education, evidence of PASS, modification of lessons for students with special needs, multi sensory learning styles and centers
- Power point presentation
- Assessment plan

Level III - Student Teaching Seminar II (ED 4700)
SECTION A
- Redefined conceptual framework WITH artifact reflection form
SECTION F
- ST evaluation form from cooperating teachers with reflection form
- ST evaluation form from university supervisor with reflection form
SECTION G
- Self-assessment form of first student teaching experience
SECTION H
- Teacher work sample or the following
  o Teacher candidate designed test WITH artifact reflection form
  o Assessment of student work WITH STUDENT’S NAME BLOCKED OUT! WITH
reflection form
  o Teacher work sample or TWO lesson plans with analysis of lesson that explains how theory relates to practice. (If lesson was based on PASS, include that) with reflection form

SECTION J
  • Document of community/parent interaction with artifact reflection form
  • TWO documents of colleague/school interaction with artifact reflection form

SECTION L
  • Redefined philosophy of education

SECTION M
  • Certificate of attendance of legal aspects

SECTION R
  • Inclusion paper

SECTION S
  • Teacher work sample or analysis of school setting

**Level IV - Student Teaching Seminar III (ED 4700)**

Checklist documents
  • Resume with cover letter
  • Transcript
  • Professional membership

SECTION E
  • Discipline plan

SECTION F
  • ST evaluation form from cooperating teachers with reflection form
  • ST evaluation form from university supervisor with reflection form

SECTION G
  • Video with teaching reflection (optional)
  • Self-assessment form of second student teaching experience

SECTION H
  • Teacher work sample or
    o Teacher candidate designed test with Artifact Reflection form
    o Assessment of student word with students’ name blocked out! With artifact reflection form
    o TWO lesson plans with Analysis of lesson that explains how theory relates to practice. (IF lesson was based on PASS, include that) with artifact reflection form

SECTION J
  • Document of community/parent interaction with artifact a reflection form
  • Teacher work sample or two documents of colleague/school interaction with artifact reflection form

SECTION L
  • Personal Goals

SECTION S
  • Teacher work sample or analysis of school setting with artifact reflection form
Candidate’s Name: _________________________________________________________________

Course Name & No.: ____________________________  Semester: ____________

Explanation of Artifacts:

Explanation of how artifacts relate to the competency:

Explanation of how experience helped you become a professional decision maker:

Explanation of what you would change if you were to do the artifacts activity again:
<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>ARTIFACTS</th>
<th>Level I Score Date</th>
<th>Level II Score Date</th>
<th>Level III Score Date</th>
<th>Level IV Score Date</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>The candidate understands the central concepts and methods of inquiry of the subject matter discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</td>
<td>Unit from major Conceptual Framework (ED 2162) Conceptual Framework (ED 4700 [I]) Coursework from Gen Ed: Math English Social Studies Science Theology/Religion</td>
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<td>B</td>
<td>The candidate understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level and secondary.</td>
<td>Observation Reflection form (ED 2111) Observation Reflection form (ED 2162) Unit from major (Sec A) Documentation of first practicum</td>
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<td>C</td>
<td>The candidate understands how students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</td>
<td>Unit from major (Sec A) Unit from PDM Documentation of second practicum</td>
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<td>D</td>
<td>The candidate understands curriculum integration processes and uses a variety of instructional strategies to encourage student’s development of critical thinking, problem solving, and performance skills and effective use of technology.</td>
<td>Computer CD (PDM Unit) Computer presentation Unit from PDM (Sec C) *cooperative learning *discovery/inquiry *role play *reading levels Documentation of second practicum (Sec C)</td>
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<td>E</td>
<td>The candidate uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.</td>
<td>Discipline plan from ED 4273 Discipline plan from ED 4700 [II] PDM Unit (Sec C) *multi sensory learning *plan for center *cooperative learning *independent learning Diagram &amp; Description of classroom</td>
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<td>F</td>
<td>The candidate develops a knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
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<td>Unit from PDM (Sec C)</td>
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<td>*cooperative learning</td>
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<td>*discovery / inquiry</td>
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<td>ST Evaluation forms from cooperating teacher</td>
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<td>ST Evaluation forms from university supervisor</td>
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<td>G</td>
<td>The candidate plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</td>
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<td>Unit from PDM (Sec C)</td>
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<td>*modification of curriculum for special needs</td>
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<td>Video of teaching with reflection (Optional)</td>
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<td>Self-assessment of student teaching</td>
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<td>ST Evaluation form from cooperating tchr (Sec F)</td>
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<td>ST Evaluation form from university superv (Sec I)</td>
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<td>Assessment plan from PDM</td>
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<td>H</td>
<td>The candidate understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.</td>
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<td>Teacher Work Sample or Assessment products:</td>
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<td>Student-designed test</td>
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<td>Assessment of student work or TWS</td>
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<td>Analysis of lesson taught during S.T. or TWS</td>
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<td>Assessment plan from PDM (Sec G)</td>
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<td>I</td>
<td>The candidate evaluates the effects of his/her choices and actions on others and modifies those actions when needed, and actively seeks opportunities for continued professional growth.</td>
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<td>Peer evaluation of teaching</td>
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<td>analyses of lesson taught (Sec H)</td>
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<td>Self-assessment of student teaching experience (Sec G)</td>
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<td>Video of teaching with reflection (Sec G)</td>
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<td>Professional Membership</td>
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<td>J</td>
<td>The candidate fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</td>
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<td>2 documents of community parent interaction</td>
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<td>4 documents of colleague/school interaction</td>
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<td>Evidence of volunteer project</td>
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<td>K</td>
<td>The candidate shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.</td>
<td>PDM unit (Sec C)</td>
<td>*career education component *evidence of PASS</td>
<td></td>
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<tr>
<td>L</td>
<td>The candidate understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when change leads to greater student learning and development.</td>
<td>Professional Memberships (Sec I)</td>
<td>Philosophy of Educ ED 2111 ED 4700 [II] Personal Essay w / Goals ED 2162 ED 4700 [III]</td>
<td></td>
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<tr>
<td>M</td>
<td>The candidate understands the legal aspects of teaching including the rights of students, parents / families, as well as the legal rights responsibilities of the teacher.</td>
<td>ED 4700 [II]</td>
<td>Certificate of attendance at Legal Aspects Seminar</td>
<td></td>
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<tr>
<td>N</td>
<td>The teacher understands, and is able to develop instructional strategies / plans based on the OK core curriculum.</td>
<td>PDM unit (Sec D)</td>
<td>Unit from major (Sec A) *Evidence of PASS or TWS (Sec H)</td>
<td></td>
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<tr>
<td>O</td>
<td>The candidate understands the State teacher evaluation process, &quot;Oklahoma Criteria for Effective Teaching Performance,&quot; and how to incorporate these criteria in designing instructional strategies.</td>
<td>Observation Reflection forms (Sec B) ED 2111 ED 2162 2 ST Evaluation forms from cooperating tchr (Sec F) 2 ST Evaluation forms from university supv (Sec F) Self-assessment of student teaching exp (Sec G) Video and reflection of student teaching (Sec G)</td>
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<tr>
<td>P</td>
<td>Candidate begins portfolio development early in their program.</td>
<td>Observation Sheets (Checklist) ED 2111 ED 2162 Observation Reflection form (Sec B) ED 2111 ED 2162</td>
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<tr>
<td>Candidate</td>
<td>Requirement</td>
<td>Documentation</td>
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<td>Q</td>
<td>Candidate relates principle and theories to actual practice.</td>
<td>TWS or Two lesson plans from each student teaching w/ reflection of relating theory to practice (Sec H) Documentation of second practicum (Sec D)</td>
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<tr>
<td>R</td>
<td>Candidate observes and practice in a variety of communities, with students who are from different age groups, are culturally diverse, and represent exceptional populations.</td>
<td>Observation Sheets (Checklist) ED 2111 ED 2162 Inclusion Paper</td>
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<tr>
<td>S</td>
<td>Candidate observes and practice in a variety of school settings.</td>
<td>Observation Reflection forms (Sec B) ED 2111 ED 2162 Analysis of school setting for each ST exp or TWS Documentation of first practicum (Sec B) Documentation of second practicum (Sec D)</td>
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<tr>
<td>T</td>
<td>Candidate interacts with a variety of teaching styles in the program and in school settings.</td>
<td>Observation Reflection form (Sec B) ED 2111 ED 2162 Documentation of first practicum (Sec B) Documentation of second practicum (Sec D) Analysis of school setting for each ST experience (Sec S)</td>
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<tr>
<td>U</td>
<td>Candidate receives peer and faculty feedback on their field performances during the program.</td>
<td>ST Evaluation form from cooperating tchr (Sec F) ST Evaluation form from university supv (Sec F) Peer evaluation form (Sec B, C, D)</td>
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<td>V</td>
<td>Candidate is involved with parents, families, and communities.</td>
<td>2 documentations of community/parent interaction (Sec J) Evidence of volunteer project (Sec J)</td>
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<tr>
<td>W</td>
<td>Candidate exhibits effective teaching in a given school setting.</td>
<td>ST Evaluation form from cooperating tchr (Sec F) ST Evaluation form from university supv (Sec F)</td>
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Revised 12/10
CHECK LIST

The following documents MUST be in your portfolio in order to pass the indicated level.

LEVEL I

_____ Observation Sheets (from ED 2111) with teacher’s signature (Competency B)

_____ Observation Sheets (from ED 2162) with teacher’s signature (Competency B)

LEVEL II

_____ Copy of OGET Pass Sheet (Competency A)

LEVEL III

_____ Professional Memberships (Competency I)

LEVEL IV

_____ Resume with Cover Letter (Competency A)

_____ Transcript (Competency A)

Rubric for Portfolio

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
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<tbody>
<tr>
<td>All reflections are typed but there is at least one mechanical error. Candidate does not clearly relate artifact to competency, and he/she gives only one way that the experience helped him/her grow into a professional decision maker.</td>
<td>All reflections are typed without any mechanical errors. Candidate clearly states one way that artifact is related to competency and two ways that the experience helped him/her grow into a professional decision maker.</td>
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<thead>
<tr>
<th>Level</th>
<th>Date</th>
<th>Evaluator's Signature</th>
<th>Student's Signature</th>
<th>Score</th>
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<tbody>
<tr>
<td>LEVEL I</td>
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<td>LEVEL II</td>
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<td>LEVEL IV</td>
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Revised 01/11
Admission to SNU’s Teacher Education program will include:

- Full admission to Southern Nazarene University
- Completion of ED 2111 Introduction to Education including all observation hours (12)
- Successful completion of a minimum of 24 hours of coursework
- Enrollment in ED 2162 Foundations of Education including all observation hours (12)
- Minimum GPA of 2.5 (cumulative)
- Pass the OGET (Oklahoma General Education Test)
- A grade of ‘C’ or better in a Speech Communication course
- An interview with the SNU Teacher Education Admissions Committee (Interviews conducted during Fall and Spring semesters)
- Completion of English Comp I with a passing grade
- Completion of English Comp II with a passing grade
- Completion of a college level Math Course with a passing grade
- Demonstration of a positive interest in teaching by prior experiences and activities as shown on the interview guide and the evaluation by cooperating teacher of field observation

Retention in the Teacher Education Program

Retention in teacher education requires progress toward a degree with a minimum of 2.5 cumulative GPA. Students who fall below this minimum will be placed on probationary status. Retention checks are conducted by the office of teacher education each semester. Appeals may be made to the Teacher Education Council.

Guidelines for Degrees and/or Certification

1. All students entering SNU as education majors will be subject to degree and certification requirements as outlined by the Oklahoma Commission for Teacher Preparation and the Oklahoma State Regents. This includes the 4 x 12 core requirements for Early Childhood and Elementary Education majors and foreign language proficiency requirements for all education majors.
2. Portfolios will be required of all students.
3. Students not admitted to teacher education may not take any 4000-level professional coursework in education. However, there will be an exception for transfer students. They will be treated on a case-by-case situation and must be approved by the Teacher Education Council.
4. All education majors must meet foreign language proficiency requirements before applying for teacher certification.
All teacher preparation programs in the State of Oklahoma at the preservice level shall require that teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language. The Assessment for such competency may occur at any point in the teacher candidates’ program and does not require specified coursework or credit hours except as may be required by the institution. (Oklahoma State Requirements)

Southern Nazarene University’s School of Education has established specific guidelines to meet foreign language proficiency requirements. This requirement must be met before a teacher candidate can be recommended for certification.
All education majors (teacher candidates) at Southern Nazarene University are **required** to meet Foreign Language Proficiency requirements before being able to apply for their Oklahoma certification. **It is the teacher candidate's responsibility to make sure that this proficiency is met.**

**Choose 1 of the following 5 options:**

1) 2 years (4 semesters) of a high school foreign language (same language) with a ‘B’ average for all coursework
2) 2nd Elementary-level college foreign language course with a grade of ‘C’ or better (SNU's Elementary Spanish II course recommended - special section for teachers.)
3) 6 hours CLEP credit
4) Foreign Language Proficiency Test (ACTFL-OPI/Oral Proficiency Interview)
5) OSU-OKC course – American Sign Language I (ITP 1364)

   NOTE: ITP 1364 is a 4-hour course offered **ONLY** at OSU-OKC. This is the **ONLY** approved sign language course that will meet the Foreign Language Proficiency Requirement at SNU (Please see back of this sheet for course description).

I have read and understand the SNU Foreign Language Proficiency policy. I also understand that Foreign Language Proficiency is **REQUIRED** for Oklahoma Teacher Certification.

---

Student (Teacher Candidate) Signature  
Date

Print Name

**NOTE:** This memo will be submitted to your SNU Teacher Candidate file.
**ITP 1364 American Sign Language I** - (Course description from OSU-OKC catalog)

An introductory course in American Sign Language (ASL) designed to develop receptive and expressive language skills. Emphasis will be on natural language production and appropriate cultural interactions. Students will learn basic language structures; acquire a working vocabulary and knowledge of sentences and appropriate non-manual behaviors in ASL. Lab: two hours per week. Prerequisite: ITP 1212 or concurrent enrollment.
Southern Nazarene University
School of Education
Teacher Education Program
Application for Admission

Date ____________________ Name: ____________________ Maiden ____________________

SS# ____________________ ID# ____________________ Major: ____________________

SNU Address: ____________________ City: _____________ State: ___ Zip: ______

Permanent Address: ____________________ City: _____________ State: ___ Zip: ______

SNU Phone: _____________ Permanent Phone: _____________ Cell Phone: _____________

E-Mail ____________________

Optional: Gender: M ☐ F ☐ Ethnicity: ______________ Birthdate: ______________

If you are a transfer student, please list all colleges and/or universities attended:
________________________________________________________________________
________________________________________________________________________

Have you been admitted to a teacher education program at another institution: Y ☐ N ☐

If Yes, where and when? ____________________

Have you taken or are you enrolled in (ED 2111) Introduction to Education/Lab? Y ☐ N ☐

Have you taken or are you enrolled in (ED 2162) Foundations of Education? Y ☐ N ☐

OFFICE USE ONLY

Total Semester Hours Completed _______ Total Semester Hours in Progress _______

OGET Scores: _______ ED 2111 Completed _______ ENGL 1113 _______ ENGL 1213 _______

MATH # ___________ Speech Communication (SPC 1133) _______ Cumulative GPA _______

V.P. Student Development: Recommend Y ☐ N ☐ Not familiar with ☐

24 hours of field experience completed Y ☐ N ☐ Hours needed ______________

Interview with committee completed Y ☐ N ☐

Background check completed (eff 1/06) Y ☐ N ☐

ACTION: Approved ☐ Signature ____________________ Date ______________

Denied ☐ Signature ____________________ Date ______________

Deferred ☐ Signature ____________________ Date ______________
Professional Semester

Overview of the Professional Semester

The professional semester is devoted to intensive coursework and related laboratory experience in the professional area, including student teaching (clinical practice). The teacher candidate must expect to devote the full school day, Monday through Friday, for a minimum of twelve weeks to coursework and laboratory experiences and additional time to co-curricular activities. During the off-campus period, the teacher candidate is expected to devote full time to professional responsibilities as does the teacher on the job.

The professional semester is divided into three segments. The first segment consists of meeting requirements for preparation for the student teaching experience. The second segment is devoted to two full-time student teaching experiences (12 weeks total) in the accredited schools of the community under the direct supervision of a qualified member of the university faculty. These experiences are divided by level and/or subject areas. The Student Teaching Seminar is scheduled before and between student teaching assignments and is the third segment of the professional semester. Human relations, job resumes and interviewing techniques, mental health issues, substance abuse issues, multicultural and inclusion concerns, as well as professional rights and responsibilities are examples of the areas covered in the Seminar.

In the professional semester, the cooperating teacher and the university supervisor play a major supervisory role. The student will be visited by the university supervisor at least four times. More information on the role of these supervisors is included in student evaluation below.

Professional Semester Admission Requirements

• Admission to the teacher education program prior to application for the professional semester
• A cumulative GPA of 2.5 and a 2.5 GPA in the area of specialization
• Completion of at least one-half of the total specialization
• Recommendation by the student’s major department and two faculty members
• An approved certificate program on file
• Good standing (not on disciplinary probation)
• Completion of a minimum of 90 semester hours
• Completion of one semester in residence at SNU
• Professional liability insurance
• Clearance by a criminal background check
SOUTHERN NAZARENE UNIVERSITY
APPLICATION FOR STUDENT TEACHING

POLICIES AND PROCEDURES FOR STUDENT TEACHING ASSIGNMENTS

When your application is processed and approved, you will be assigned to your student teaching site(s). Site selection is made by the Director of Field Experiences according to the following criteria:

✓ Each student teacher must have two (2) different levels within the program area
✓ Each student teacher must have experience in two (2) different school systems
✓ Each student teacher must have one (1) site offering an experience in a diverse setting
✓ Site must be within a 50 mile radius of the university

The election of cooperating teacher personnel is determined by a collaborative effort among the following:

✓ Student teacher
✓ Student teacher’s advisor
✓ Director of Field Experience
✓ Site placement officer (usually the site’s Curriculum/Personnel Director and /or Principal of the school)

The final selection of the cooperating teachers is made by the Director of Field Experiences, working with the site placement officer, according to the following criteria:

✓ Cooperating teachers must have demonstrated at least one (1) year of successful teaching at the site and a minimum of three (3) years successful teaching
✓ Cooperating teachers must have valid credentials (preference is given to those holding advanced degrees and/or certification). Cooperating teachers are limited to two (2) student teachers at any one time

NOTE: Before a teacher candidate is permitted to student teach they must be cleared by a Criminal Background check.

INSTRUCTIONS FOR COMPLETING THE APPLICATION

1. Teaching Area(s) Student Teaching Assignment Requests: Complete only AFTER consulting with your advisor
   ✓ Early Childhood - choose one (1) Pre-K/Kdg and one (1) primary assignment
   ✓ Elementary - choose one (1) primary and one (1) intermediate/middle assignment
   ✓ P-12 (music, HPER) - choose one (1) elementary and one (1) Middle/Jr High School
   ✓ 7-12 - choose one (1) Middle/Jr High and one (1) Senior High School. Also list all subareas in which you are qualified to take the Teacher Certification tests.

2. Ensure that ALL signatures are obtained before submitting to the Office of Teacher Education

3. Professional liability insurance is required for student teaching.

4. Bring the completed Application and Student Teacher Data Sheet for Cooperating Teacher Form to the Education Office, Herrick 103.

5. Background check forms will distributed at Student Teaching Seminar I.

ACTION OF COMMITTEE:

Deny □ Date __________

Hold □ Date __________

Accept □ __________

Tim Taylor, Ed.D.
Director of Teacher Education

Date
STUDENT TEACHING APPLICATION

Note: Application Deadline TBA. Attach the Data Sheet for the Cooperating Teacher & bring to Herrick 103.

PERSONAL INFORMATION:
Date __________________ ID# __________________ Class ________ Major __________

Name __________________ __________________ __________________

Last First ________ ________ Maiden

Student Teaching Sem/Yr. Fall ________ Spg ________ E-mail __________________

Local Address __________________ __________________ __________________

Box/Street __________________ City/St./Zip ________ Phone ( )

Summer Address __________________ __________________ __________________

Box/Street __________________ City/St./Zip ________ Phone ( )

RECOMMENDATIONS: (DO NOT list your advisor) List TWO faculty members who are qualified to evaluate your qualifications for student teaching (one must be outside your major).

1. __________________ 2. __________________

UNIVERSITY INFORMATION: Office Use Only
Total university hours completed ________ Cumulative GPA ________ Full T.Ed. Standing Y □ N □

*PLEASE NOTE THAT 1 OF YOUR 2 ASSIGNMENTS MUST BE IN A DIVERSE SETTING.

STUDENT TEACHING ASSIGNMENT REQUESTS:

<table>
<thead>
<tr>
<th>AREA(s)</th>
<th>SCHOOL, Teacher and/or Grade</th>
<th>Order of Assignment</th>
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<td>1st Choice</td>
<td>2nd Choice</td>
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<td>1st or 2nd</td>
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</tbody>
</table>

Early Childhood Pre-K/Kdg
Early Childhood Primary
Elementary Primary
Elementary Interm/Middle
P-12 Elementary
P-12 Middle/Sr. High
7-8 Middle School
7-12 Sr. High
7-12 subareas

▲ OKLAHOMA LEGISLATION:
According to the law of The State of Oklahoma, students must complete the Teacher Certification Tests before licensure and participate in a Resident Program during the initial year of teaching in an accredited school in order to qualify for an Oklahoma Teaching Certificate. Also, any student who has been convicted of a felony or a crime involving moral turpitude in the last ten (10) years is not eligible for an Oklahoma Teaching Certification. I am aware and understand these STATE requirements and I verify that the above information is correct.

Student Teacher’s Signature __________________________ Date __________________

Advisor’s Signature __________________________ Date __________________

▲ SCHOOL/DEPARTMENT RECOMMENDATION:
After considering all of the above items, the School/Department recommends this candidate for the Oklahoma Teacher Certification Tests listed and student teaching in the designated fields.
Student Teacher Placement Policy and Procedures

Teacher candidates make application for student teaching during the spring of the year preceding the year in which they plan to student teach. Each application is reviewed by the director of teacher education and the teacher candidates are admitted, denied, or placed on hold based on the criteria and policy established by the teacher education council. Early application and processing allows for better placement. Student teacher slots fill quickly in this area since no fewer than six universities place students in the Oklahoma City metroplex.

The prospective sites are determined through a collaborative effort of the following: the prospective student teacher, the student teacher’s advisor, and the director of field experience.

The student requests two placement sites to be approved, denied or adjusted by the director of field experiences. Final site selection is made by the director of field experiences according to the following criteria:

a. Each student teacher must have two different levels within the program area;
b. Preference is given for experience in two different school systems;
c. Preference is given to one site offering an experience in multicultural education;
d. The site must be within a 25-mile radius of the university.

The selection of cooperating teacher personnel is a collaborative effort among the following: the student teacher, the student teacher’s advisor, the director of field experiences and the site placement officer. The final decision for requesting cooperating teachers is made by the director of field experiences according to the following criteria:

a. Cooperating teachers must have demonstrated at least one year of successful teaching at the site and a minimum of three years successful teaching;
b. Cooperating teachers must have valid credentials (preference is given to those holding advanced degrees);
c. The final assignment decision is made by the site placement officer.

Written agreements between Southern Nazarene University and area school districts regarding expectations of the student teachers, cooperating teachers, and supervising teachers are maintained on file in the office of teacher education.
Objectives for Student Teaching (Clinical Practice)

At Southern Nazarene University there is a strong emphasis on the importance of providing pre-student teaching field experience and actual teaching in the professional semester to integrate theory into practice in the classroom. It takes time in a school situation to develop the insights and competencies essential for the beginning teacher. Field experiences are specifically designed to be sequential and developmental. The first experience is essentially guided observation. The following pre-student teaching experiences are more direct and allow the student gradually become a working assistant to the teacher.

The culminating experience is student teaching. Expectations are based on the following objectives. The student teacher will:

- Develop an awareness of the school setting from the perspective of the professional teacher.
- Develop the ability to work with a cooperating teacher and with students of various ages and abilities.
- Demonstrate the ability to observe differences in student needs and develop ways to respond.
- Identify practical applications of instructional theory being applied in the classroom.
- Demonstrate competence in assuming full teaching responsibility.
- Develop skills and abilities to teach effectively at more than one level.
- Demonstrate the ability to succeed in at least two school placements.
- Develop the ability to deal with the reality and diversity of contemporary schools by successfully managing inclusion and cultural diversity.
- Administrate professional ethics.
- Identify aspects of the conceptual framework being used in the classroom.

Student Teacher Evaluation

Evaluation by the Cooperating Teacher

The evaluation process should be continuous throughout the student teacher period. Evaluation is a component of the student teaching experience and is used for many purposes other than determining a grade or the university record. The following list summarizes some of the purposes of evaluation in student teaching.

- Aids the student teacher in self-assessment and development.
- Shares the cooperating teacher’s perception of strength and limitations.
- Improves communication and understanding between cooperating teacher and student teacher.
- Suggests the next steps in student teaching.
- Aids in making decisions regarding the length and nature of student teacher daily responsibilities.
- Provides a basis for modifying SNU’s teacher preparation program.
• Serves as a guide to effective placement in a teaching position.

To accomplish the above purposes, the cooperating teacher’s contributions in the evaluation of the student teacher are invaluable. To assist in the evaluation process, instruments are used by cooperating and university supervisors. We request that the feedback form be completed at least twice during the student teaching process and the final evaluation form at the end of the experience. The purpose of the feedback is to give the student written as well as oral information regarding teaching skills, classroom climate and management, etc., throughout the experience.

It may also be used, along with the final evaluation form, in the final conference. The student should not be surprised by the final evaluation. Listed below are suggestions we share with cooperating teachers for preparations of the final form which will become part of the permanent placement file of the student.

• Evaluate the student teacher as a “student teacher.” Comparisons should be to the other student teachers and not to master teachers.
• Describe briefly the setting in which the student teacher worked: grade, school, community setting, and any special factors in the situation which greatly affected the student teacher’s work.
• State the quality of the student teacher’s work as it relates to his/her particular area, and give evidence of the behavior that bears out the quality ascribed to the student.
• Indicate both strengths and limitations.
• Give best judgment about the student teacher’s potential and promise of continuing growth.

Evaluation by the University Supervisor

The university supervisor will visit at least four times during the semester. While the visits are evaluative in nature, the supervisor is also there to assist in any way. Each time the supervisor visits, the feedback evaluation form will be used. This is formative evaluation. It will be progressive throughout the semester. The student will receive the original copy of the form. The student is urged to use the form for self-assessment as well. Do not expect the form to be complete each time. The supervisor will check only those items most important during this visit. The comments section will be used to make suggestions as well as to make note of strengths during the visit. The feedback form documents the visits of supervisors to the student teacher. It also gives the student immediate information, in writing, about teacher performance. These forms assist in good communication between the supervisor and the student. The final evaluation form is completed by the supervisor at the end of the experience. This form is very important as it will become a part of the student teacher placement file. supervisor-student conferences either at the school or on campus are also a normal part of supervisor evaluation. The student teacher should feel free to ask for such a conference as will the supervisor.
Grading/Evaluation of Student Teaching Experience

At the conclusion of the semester, a final exit interview is scheduled with the School of Education faculty. At this time the student teacher is also given an overall evaluation of the two assignments. The grade (P, PH, NC) is normally discussed and the student is given an opportunity to evaluate the program and to make suggestions for change.

The grading system is particularly designed for student teaching. The grades are: P = Pass, which approximates a B or C; PH = Pass with Honors, which approximates an A; and NC = No Credit, which approximates a D or F.

MINIMUM CRITERIA FOR EFFECTIVE TEACHING PERFORMANCE

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

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

Product

A. Teacher Product Indicators:
   1. Lesson plans: The teacher writes daily lesson plans designed to achieve the identified objectives.
   2. Student files: The teacher maintains a written record of student progress.
   3. Grading patterns: The teacher utilizes grading patterns that are fairly administered and based on identified criteria.

B. Student Achievement Indicators:
   1. Students demonstrate mastery of the stated objectives through projects, daily assignments, performance and test.
Teacher Placement Files

Southern Nazarene University School of Education maintains Teacher Placement files to assist teachers in obtaining teaching positions. Every teacher candidate completing teacher education registers during Seminar in Student Teaching. A complete file is prepared for each registrant, and is available immediately upon written request when a position is sought. The teacher candidate decides where these files may be either “confidential” or “non-confidential.”

The Teacher Education Office not only maintains a file of vacancies that exist and recommends candidates if they wish to apply, but will also provide a place and schedule for interviews with employers who come to the campus seeking teachers. The final evaluation forms completed by cooperating teachers and university supervisors become a part of this permanent file. For more details contact the Office of Teacher Education (405) 491-6267 or see the SNU website: www.snu.edu.
School of Education Committee Descriptions

Teacher Education Council Committee

The Teacher Education Council serves as the governance unit for the teacher education program at Southern Nazarene University. All policy, program and assessment decisions affecting the teacher education program are made by this organization. Membership includes Teacher Education Department faculty (School of Education), teacher education program specific faculty (P-12 Program Areas), and P-12 community/stakeholder representatives (teacher and administrator).

Teacher Education Advisory Committee

The Teacher Education Advisory Committee is an accountability, advisory and assessment focused group of individuals representing teacher education faculty, teacher education program specific faculty, general education faculty, university administration, teacher education candidates (undergraduate and graduate) and members of P-12 community/stakeholders. This committee regularly evaluates program effectiveness, reviews data and assessment practices and policies, and makes recommendations for program improvement.

Teacher Education Bias Review Committee

The SNU School of Education bias review committee is responsible for regularly reviewing all School of Education documents, forms, data collection methods, policies and publications for accuracy, bias and fairness. This committee is comprised of individual faculty and staff representatives from outside the SNU School of Education, and also includes local community and stakeholder representation. School of Education information for review will be sent to individual bias review committee members at least once per semester for individual review. The bias review committee will then make recommendations to the teacher education council. The Teacher Education Council, the School of Education governance unit, will make final decisions regarding recommendations of the Bias Review Committee.

Teacher Candidate Advisory Committee

The Teacher Candidate Advisory Committee consists of students representing every area of emphasis/major in the SNU teacher education program, both graduate and undergraduate. Through their representatives on this committee, teacher candidates in the SNU School of Education have an opportunity to express concerns/feedback/suggestions regarding the programs and policies of teacher education at SNU.
Teacher Education Admissions Committee

The Southern Nazarene University Teacher Education Admissions Committee is a group comprised of teacher education faculty, general education faculty, program specific faculty and P-12 community/stakeholders representation. This committee is responsible for conducting teacher education admissions interviews in the fall and spring semesters of each academic year, and as needed for individuals repeating interviews.

Based on established criteria and requirements for admission to the SNU teacher education program, the committee will make recommendations to the director of teacher education and the teacher education council for admission of teacher candidates to the program. Committee members conduct interviews of candidates based on the following areas: communication/verbal articulation skills, dispositions/aptitudes, professionalism/demeanor, and conceptual framework articulation. Committee also follows the established requirements (coursework, GPA, OGET, etc.) for recommending admission of teacher candidates to the program. Interviews are scored using the SNU teacher education program admission interview guide and are scored using UNACCEPTABLE, ACCEPTABLE, and TARGET indicators for each of the four areas of evaluation.

Teacher Education Curriculum Committee

The Teacher Education Curriculum Committee at Southern Nazarene University is responsible for oversight of the SNU Reading Resource Center, the professional education collection at the Learning Resources Center, and for reviewing professional education syllabi and coursework reference material. It is also responsible for monitoring and updating bibliography and resources for the Conceptual Framework for SNU teacher education. The committee also provides direction and oversight for the Teacher Candidate Resource Center located in the School of Education. Membership on the Teacher Education Curriculum Committee includes SNU professional education faculty, director of SNU learning resource center, a member of the P-12 community/stakeholders, student assistant in the SNU Reading Resource Center, and a teacher candidate (admitted to SNU teacher education program).

Teacher Education Diversity Committee

The Teacher Education Diversity Committee consists of SNU campus community members, the professional community (stakeholders), the P-12 community and representatives of both current teacher candidates and graduates of the SNU teacher education program. Through this committee, feedback, recommendations and input are provided to the teacher education council regarding diversity issues and aspects regarding the SNU teacher education program. The diversity committee also participates in panel discussions in the diversity seminar (ED 4710) for student teachers and assists in providing information and participating in discussions and special presentations within individual courses in the teacher education program.
Submission of Teacher Candidate Concerns

Southern Nazarene University
School of Education

Policies and Procedures for Submitting Teacher Candidate Concerns

The following policies/procedures have been developed by the SNU School of Education teacher education council to provide a vehicle for teacher candidates to express concerns regarding the programs, procedures and policies of the SNU School of Education. These policies are in place so that concerns may be addressed in a professional and timely manner.

If a teacher candidate has a concern or an issue regarding a particular instructor, staff member or professor within the School of Education, the teacher candidate should first personally approach the individual instructor, staff member or professor involved and request a time to discuss his/her particular concern. It is hoped that the issue/concern can be professionally and thoughtfully resolved at this level between the teacher candidate and the instructor, staff member or professor. If the issue/concern is not resolved to the satisfaction of the teacher candidate, then a formal, written concern should be submitted to the chair of the School of Education. The chair will consider the written concern in a timely manner and will respond to the teacher candidate with a written response. Final decisions regarding concerns/issues raised involving faculty and staff will rest with the chair of School of Education.

If a teacher candidate has a concern or an issue regarding programs, policies and/or procedures within the SNU School of Education, he/she should submit his/her concern on the School of Education program and policy concern submission form. This form may be obtained from any member of the teacher candidate advisory committee or the SNU teacher education office. Once this form has been completed, it should be submitted to the teacher candidate advisory committee member who represents the teacher candidate’s major. The teacher candidate advisory committee member will present this concern at the next regularly scheduled teacher candidate advisory committee meeting. Recommendations resulting from committee review of this concern will be submitted to the teacher education council for review and/or appropriate action. The teacher education council will inform the teacher candidate of any subsequent decisions and/or action involving this issue.
Teacher Candidate Name: ________________________________________________________

Submitted to (Name of committee member): _______________________________________

Date submitted: __________________

In the space provided below, please state (in detail) your concern:

This form should be submitted to the representative for your particular major/area of emphasis. This issue will be discussed at the next regularly scheduled meeting of the Student Education Advisory Committee.

**NOTE:** In the event this particular issue needs immediate attention, your representative will relay the information to the Director of Teacher Education for prompt consideration.

Signature of Teacher Candidate ________________________________________________

Please see reverse for committee action.
SUMMARY OF COMMITTEE ACTION

Date Discussed ________________

Committee Recommendation:

Student Education Advisory Committee Signatures: ________________________________

_________________________________
_________________________________
_________________________________
_________________________________
_________________________________

Revised 10/09
Licensure/Certification

TEACHER CERTIFICATION TESTING

All certification areas offered by Southern Nazarene University require successful completion of all state teacher certification tests before licensure. This testing requirement applies to all students completing certificate requirements. Current teachers seeking certification in another field must also take the appropriate tests. For specific subject area tests, the student must have completed specific coursework within their major. There is no restriction on the number of times a test may be taken. SNU recommends serious preparation before taking the tests and remediation if a test is to be retaken. For more information, contact the Office of Educational Quality and Accountability at www.ok.gov/oeqa/

COMPETENCY-BASED ASSESSMENT is a multifaceted system based upon what the teacher candidate should know and be able to do. The assessment system consists of four components: (1) the Oklahoma General Education Test (OGET); (2) the Oklahoma Subject Area Tests (OSAT); (3) the Oklahoma Professional Teaching Examination (OPTE); and (4) the institutional portfolio assessment process.

The OGET is based upon Oklahoma general education competencies. These competencies originated from Oklahoma State Statute; and the Office of Educational Quality and Accountability (formerly Oklahoma Commission for Teacher Preparation) Report.

The OSAT is based upon the State Department of Education full, subject area competencies and the NCATE curriculum folio guidelines. SDE rules state “the teacher candidate for licensure and certification shall demonstrate in-depth knowledge of subject matter as reflected in the standards of the learned societies recognized by the National Council for Accreditation of Teacher Education (NCATE). In programs areas in which NCATE has not recognized a learned society, the standards of a learned society appropriate to the subject area shall be used.”

The OPTE is based upon the SDE General Competencies for Licensure and Certification. This examination is developed for two levels: P-8 or 6-12. Physical Education and Music Education certification areas may take either the P-8 or the 6-12 OPTE.

The portfolio assessment process is determined and implemented by the institution. The OEQA rules outline the components which must be included in the portfolio assessment process. Registration information for all teacher certification examinations is available online at www.ceoe.nesinc.com.
Certificates/Licenses and Degrees

If you are pursuing a degree in Education, your eventual certification in Oklahoma is not automatic. In addition to successful completion of the state teacher certification tests, you must apply for a license on with the Oklahoma State Department of Education. In the case of degree seeking students, the program of studies for the degree is usually (but not necessarily) identical to the suggested certification program of studies mentioned above.

Institutional Recommendation

Teacher candidates should take only those courses approved by Southern Nazarene University, the recommending institution for your license/certificate. You should not take coursework without the approval of your advisor. At SNU, the policy is that coursework required for the certificate being sought should be taken at SNU unless this is deemed an unreasonable requirement in individual instances (such as summer sessions at home). Any exceptions to this policy must have the approval of your advisor. Transfer students will be an exception to this policy.

No professional education courses may be taken at two-year colleges in Oklahoma or at any college without an approved accredited teacher education program.

Initial Licensure and Renewal

The State of Oklahoma will not notify you that you are eligible for a license/certificate or that the one you currently hold is expiring. Responsibility for acquiring your initial license and its renewal remains completely in your hands. You must make formal online application to the State Department of Education for each renewal. The form must be signed by the Director of Teacher Education. You should make every effort to understand clearly the renewal requirements for the license/certificate you are seeking so that you will be prepared at the time of its expiration. The office of teacher education can clarify the initial application process as well as renewal requirements for you.
Important Steps in Licensure/Certification

A. Finish all requirements for the certificate including degree certification testing and foreign language proficiency requirements.
B. Complete fingerprint cards at the Oklahoma State Department of Education.
C. Complete form/online application with the Oklahoma State Department of Education.
D. Request official transcripts be sent to the office of teacher education. (Transcript must show degree date and all college work)
E. The office of teacher education will verify program completion.
F. The State Department of Education issues license.

NOTE: Specific questions regarding other Licensure/Certification issues should be directed to the State Department of Education, (405) 521-3337.

Alternative Certification Advisement Plan

Individuals desiring to pursue teacher certification through the Oklahoma State Department of Education Alternative Placement Program should contact the Oklahoma State Department at (405) 521-3337 to begin the process. Once application has been made, individual will be notified regarding acceptance and additional requirements. Information is also available on the Oklahoma State Department of Education website at:

ok.gov/sde/faqs/oklahoma-alternative-placement-program

The Director of Teacher Education will meet with individuals seeking Alternative Certification and after a review of transcripts, consultation with the individual, consultation with the Oklahoma State Department of Education, and consultation with unit faculty in the School of Education, will make recommendations of Professional Education coursework available from Southern Nazarene University. The Director of Teacher Education will coordinate enrollment and oversee progress, and will serve as advisor of the Alternative Certification candidate during the time candidate is enrolled in Professional Education coursework at Southern Nazarene University.