

Clinical Practice Internship Handbook



Office of Professional Education

Price Brown, Coordinator
Clinical Practice
price.brown@okstate.edu



325-M Willard
Oklahoma State University
Stillwater, OK 74078
405-744-1088

OKLAHOMA STATE UNIVERSITY
Professional Education Unit
Core Values and Conceptual Framework

The Mission of the Oklahoma State Professional Education Unit is to prepare professional educators who facilitate life long learning and enrich the quality of life for people in public schools and other educational settings. The Professional Education Unit's conceptual framework includes core values listed below and emphasizes content knowledge, diversity and service.

Leadership - We prepare candidates who are committed to the belief that professional educators providing quality education are the foundation of a prosperous and democratic society.

Ethics and Professionalism - We prepare candidates who demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities, and practice social justice.

Academics and Professional Roles - We provide opportunities to prepare knowledgeable candidates who reflect upon the connections between academics and their professional roles as related to the following areas:

- Content knowledge
- Integration
- Human growth and development including special populations
- Learning environment
- Technology
- Teaching/professional practice and assessment

Diversity – We prepare candidates who believe everyone deserves the opportunity to learn and can learn; they possess knowledge, skills, and dispositions to serve as effective professionals who understand and meet the needs of a diverse society.

Service Orientation and Community Outreach – We prepare candidates who value and engage in service and meaningful involvement of the learners/clients, their families and communities.

As a candidate in the Professional Education Unit, you are expected to demonstrate the following knowledge, skills, and dispositions:

- **Content Knowledge** – demonstrate knowledge of subject matter and specialized content, and explain concepts in professional, state, and university standards;
- **Pedagogical Content Knowledge** – demonstrate knowledge of instructional strategies, present lessons in clear and meaningful ways, and integrate technology in all facets of the school experience;
- **Professional and Pedagogical Knowledge and Skills** – apply professional and pedagogical knowledge, consider school, family, and the community context in which you teach, and consider the prior knowledge of the students;
- **Student Learning** – focus on student learning as shown in assessments of student learning, use assessment to inform instructional decisions, and develop meaningful learning experiences;
- **Dispositions** – demonstrate the values, commitment, and professional ethics that influence behaviors toward students, families, colleagues, and communities; and affect student learning, motivation, and development as well as your own professional growth. These include the OSU

Core Values of excellence, intellectual freedom, integrity, service, diversity, and stewardship of resources.

TABLE OF CONTENTS

Introduction	
Requirements for the Clinical Practice Internship	
Professional Portfolio	
Clinical Practice Internship Application	
Placement in Diverse Settings	
Professional Experiences	
Stillwater Placements	
Finances	
Out of Area/State Placements	
Possible Placement Sites	
Method of Assignment	
Confirmation of Placement	
Meeting Cooperating Teacher	
School Policies	
Special Needs of the Intern	
Medical Insurance	
Blood-Borne Pathogens	
Outside Activities/Classes during Clinical Practice Internship	
Professional Liability Insurance	
Length of Clinical Practice Internship Assignments	
Schedule	
Dress	
Absences	
Grading	
Career Development	
Teaching License/Certification Application	
Out of State Certification	
For Further Licensure/Certification Information	
Map of Possible Placement Sites	
Appendix A: Internship Application and Instructions	
Memorandum of Understanding	
Internship Resume Instructions	
Candidate Autobiography	
Sample Resume	
Appendix B: Secondary Education Clinical Practice Internship Policies	
Appendix C: International Clinical Practice Internships	
Appendix D: Excerpts from Cooperating Teacher Handbook	
Appendix E: Observation Guide for Clinical Practice Interns	
Appendix F: General Competencies for Licensure and Certification in Oklahoma	

Appendix G: Oklahoma Minimum Criteria For Effective Teaching Performance

Introduction

You are now entering your final phase of the Professional Education Program at Oklahoma State University. As a candidate in professional education, you have completed all of the course requirements that provide the content knowledge and the pedagogical skill that you will need in order to begin your clinical practice internship experience. The internship will provide you with an opportunity to practice, reflect, and augment your knowledge and skills in a supportive environment. You will now have the opportunity to perform many of the duties and to make many of the instructional decisions of a classroom teacher.

There will be many gratifying and difficult days ahead. The work load will be heavy and intense at times. This professional experience will offer you many opportunities for joy and fulfillment if you keep a positive attitude and do your work to the best of your ability. Set realistic goals and strive to meet them. Keep open the lines of communication between yourself, your cooperating teacher, and your college supervisor. Most important of all, be true to your newly assigned students. Teach so they learn! Care so they grow!

We are proud of your accomplishments. Enjoy your clinical practice internship experience. It is the beginning of a lifetime of service, dedication, and fulfillment.

Requirements for the Clinical Practice Internship

Prior to clinical practice, you must be fully admitted to OSU's Professional Education Program. For more information on how to be fully admitted to the Professional Education Program, see our website (www.okstate.edu/peu/) or contact the Office of Professional Education. In addition, your GPA must be at least 2.5 in the following categories:

- overall,
- Professional Education courses,
- and Program Specialization courses.

All grades must be a "C" or better in past and current enrollment in the areas of Professional Education and Specialization Courses, or you will not be placed in clinical practice. Be aware that Professional Education coursework with grades of "C" and grades of "P" in field experience courses will not compute to a "C" average.

Professional Portfolio

Prior to beginning the clinical practice internship, candidates will successfully complete the Submission II requirements for their Professional Education Program portfolios. The exact submission date for the portfolio is set by the program certification area. The portfolios should contain the materials listed in the Portfolio Handbook (www.okstate.edu/peu/portfolio.htm) for the pre-internship submission and any additional items required by a specific program. The portfolio is completed in conjunction with the internship and should not be separate.

Clinical Practice Internship Application

You must complete the application (see Appendix A) before visiting with your program area supervisor. Please consider the following guidelines when listing your placement preferences in the space provided on the application:

Public Schools: all internships occur in public schools.

Placement in Diverse Settings: candidates will be placed in school settings in a variety of socio-economic settings--such as rural, suburban, or urban schools--and experiences with a diverse group of students. Previous clinical/field experiences will be considered when determining the internship placement.

Professional Experiences: candidates will be placed in a location where professional experiences can develop. You will not be placed in a school where your children attend, a relative is employed, or you have developed a personal relationship with the cooperating teacher. In addition, you will not be placed in the school system from which you graduated.

Stillwater Placements: candidates will be placed in Stillwater Public Schools on a limited basis. Unless you are fully admitted to Professional Education at the time the application is due, you will not be considered for placement. If completing your internship in the Stillwater Public Schools, you will need to complete a criminal check with the OSBI before placement is finalized.

Finances: Although some candidates may experience financial problems, finances cannot be considered when determining the internship placement. **Note**: Dormitory fees can be refunded for the off-campus portion of the internship semester.

Out of Area/State Placements: candidates requesting an out-of-area/out-of-state placement due to extenuating circumstances must write a letter requesting the placement explaining the circumstances under which an exception should be considered and must file an appeal with the Field Experiences Committee. Candidates granted an out-of-area/out-of-state placement must meet all requirements of the internship, including attendance of on-campus meetings. Should an out-of-area/out-of-state placement be approved, the following fees are required:

1. All necessary and appropriate fees required in securing and finalizing the placement (e.g. reimbursement for cooperating teacher, supervisor, etc.). These fees are payable to the Office of Professional Education. Additional fees may be required by the out-of-state university at the beginning of the semester in which the placement is sought.
2. All expenses of the OSU supervisor including mileage, hotel, and meals.
3. If a recommendation for licensure/certification is to be made by Oklahoma State University, the student is responsible for reimbursing visits performed by the cooperating institution. All other criteria pertaining to in-state student teaching placements apply.

NOTE: Out-of-area/out-of-state placements are rare and only granted in extreme cases. All programs meet or exceed these requirements. Check with your program area for information about any additional placement requirements for your certification area.

A memorandum of understanding signed by the candidate, the program area coordinator and the Coordinator of Clinical Practice must be on file prior to the beginning of the semester in which the clinical practice will occur. The out-of-area/out-of-state university may require additional signed documentation.

Possible Placement Sites

The school districts listed below are potential placement sites for Interns.

Creek

- Allen-Bowden
- Drumright
- Mannford
- Oilton
- Olive
- Pretty Water
- Sapulpa
- Garfield
- Covington-Douglas
- Enid
- Garber
- Waukomis

Kay

- Ponca City
- Tonkawa

Kingfisher

- Cashion
- Dover
- Hennessey
- Kingfisher

Lincoln

- Agra
- Carney
- Chandler
- Davenport

Lincoln (continued)

- Meeker
- Prague
- Stroud
- Wellston
- White Rock

Logan

- Coyle
- Crescent
- Guthrie
- Mulhall-Orlando

Noble

- Billings
- Frontier
- Morrison
- Perry

Oklahoma

- Bethany
- Choctaw-Nicoma Park
- Crooked Oak
- Crutcho
- Deer Creek
- Edmond
- Harrah
- Jones
- Luther
- Midwest City-Del City
- Millwood
- Oakdale
- Oklahoma City
- Putnam City

Osage

- Anderson
- Hominy

- McCord
- Prue
- Woodland

Payne

- Cushing
- Glencoe
- Oak Creek
- Perkins-Tryon
- Ripley
- Stillwater
- Yale

Pawnee

- Cleveland
- Jennings
- Pawnee

Tulsa

- Berryhill
- Bixby
- Broken Arrow
- Collinsville
- Glenpool
- Jenks
- Keystone
- Owasso
- Sand Springs
- Skiatook
- Sperry
- Tulsa
- Union

Method of Assignment

After you complete the application, you should visit with your program area supervisor and discuss placement options. Your program area supervisor and the Coordinator of Field Experiences will review the options and select an appropriate placement following your meeting with your supervisor. Candidates **should not** meet with teachers or principals in an attempt to establish their own placement. Placement will be based on the following criteria:

- OSU must have a contractual agreement with the participating school district.
- The principal and the cooperating teacher must be in agreement about the placement.
- The cooperating teacher must meet established criteria to work with a candidate.

We endeavor to provide you with a clinical practice internship experience that will be both professionally beneficial and personally rewarding. If we cannot work with the three options you have listed, Price Brown, Coordinator of Clinical Practice will contact you before recommending an alternative placement.

Confirmation of Placement

Requests are sent to school districts for placements. After we receive confirmation of the placement, you will receive a confirmation letter. Once we have received confirmation, your assignment is tentative until you complete all pre-clinical practice program requirements.

Possible reasons for a rejected placement request are:

- a) The teacher cannot serve as a cooperating teacher that semester.
- b) The teacher does not have at least three years of successful teaching experience in Oklahoma schools.
- c) The teacher is already serving as a cooperating teacher.
- d) The school/district cannot accept any more student teachers for that semester.

Meeting the Cooperating Teacher

After receiving your confirmation letter, we encourage you to visit with the cooperating teacher, principal, and other faculty members in the department. At this time, the cooperating teacher may give you copies of instructional material/school handbook so you can become familiar with the school program before beginning the internship.

School Policies

You will be responsible for knowing and following school policies and adhering to school rules in regards to behavior, dress codes, activities, safety procedures, and health issues. Ask your cooperating teacher or principal for the school's policies.

Special Needs of the Intern

Accommodations that are required by your plan on file with the OSU Student Disabilities Services Office will be followed during your clinical practice internship. You must meet with Price Brown, Coordinator of Clinical Practice prior to the beginning of the semester to discuss these needs.

Medical Insurance

You are responsible for carrying medical insurance, such as the student medical insurance offered by OSU, to cover this and all other medical costs. School districts and OSU do not insure you during the internship.

Blood-Borne Pathogens

You should become familiar with your school district's safety procedures. It is especially important that you become familiar with their procedures for dealing with incidents involving blood. Dangerous diseases, such as Hepatitis and HIV/Aids, are carried in the blood and you must exercise great care for your own safety when dealing with blood. Follow your school's policies if you come into contact with blood. It is recommended that you receive an evaluation of your risks and be tested as soon after contact with blood as possible. If you wish, you may leave school to attend to this. As an OSU student, you may use the Student Health Center or your own doctor for testing and evaluation. Stillwater Public Schools and several other school districts require interns to attend a training session (OSHA) on blood-borne pathogens before they can work in the classroom. Check with Price Brown, Coordinator of Clinical Practice for additional information and schedules.

Outside Activities/Classes During the Clinical Practice Internship

The clinical practice internship experience is considered the beginning of your professional career, and your energies should be directed toward making the most of your professional assignment. Therefore, outside employment or taking coursework other than the internship courses is definitely not advised during the internship. If you believe employment is a necessity, you must confer with your program area supervisor to determine if such employment should continue, or if you should consider completing your internship another semester.

Professional Liability Insurance

By joining the SOEA (Student Oklahoma Education Association) or the APOE (Association for Professional Oklahoma Educators) you will have liability insurance during the internship experience. Additional information will be available at the Intent Meeting.

Length of Clinical Practice Internship Assignments

Art	Elementary Placement	6 weeks	Math		12 weeks
	Secondary Placement	6 weeks	Music	Elementary Placement	7 weeks
Agricultural		12 weeks		Secondary Placement	7 weeks
Education					
Early Childhood	PK-K	14 weeks	PE/Health	Elementary Placement	7 weeks
	Gr. 1-3	12 weeks		Secondary Placement	7 weeks
Elementary		14 weeks	Science		12 weeks
English		12 weeks	Social Studies		12 weeks
Foreign Language	Elementary Placement	6 weeks	TIED		12 weeks
	Secondary Placement	6 weeks			

Schedule

Once your professional experience begins, you will follow the schedule of the school district to which you are assigned. You must attend all meetings and events that the teachers in your cooperating school must attend.

Dress

Clinical interns are expected to dress professionally and to adhere to any dress code set forth by the school district. Visible jewelry for body piercing, facial hair, and visible tattoos may be considered inappropriate professional dress in some schools and districts.

Absences

You should be absent only for serious reasons (e.g., illness, death of a family member). If you will be absent, you must notify the cooperating teacher, university supervisor and the building principal. Please give advance notice of your absence, if possible. If you are absent more than two days, make up days may be required.

Grading

Candidates receive a pass or fail grade for the clinical practice internship. If your performance shows evidence of professional growth and performance in planning lessons, creating a positive learning environment, and relating to your pupils, a P grade will be assigned. If your performance indicates an inability to provide a positive learning environment for pupils, a conference will be held involving all parties concerned and a plan of improvement will be written. If the plan of improvement is not successful, an F grade will be assigned.

Career Development

The career consultant in the College of Education, 102 Willard, and in your college offer candidates and alumni help with resume development, job search strategies, interview strategies and tips, and career advisement. These offices also offer workshops and seminars on career development topics during each semester. For more information or for individual assistance call Michelle Crew, 405-744-4876 or the career consultant in your college.

The Teacher Job Fair is held each year in April. This event is specifically designed for those candidates wanting a career in education. There are many more career/job fairs offered throughout the year. You may wish to have a "Letter of Contingency" prior to attending the job fair (See Oklahoma Teaching License Application). For more information or a schedule of campus-wide job fairs contact Career Services, 370 Student Union, at 405-744-5253.

Teaching License/Certification Application

Effective May 31, 2001, Title 68 O.S. 238.1 requires all license/certificate holders be in compliance with Oklahoma state income tax laws BEFORE a teaching license or certificate can be RENEWED.

Effective November 1, 2001, Oklahoma statute 70 O.S. 6-190 requires applicants for initial Oklahoma teacher licensure to have an Oklahoma Bureau of Investigation AND Federal Bureau of Investigation fingerprint-based criminal history record clearance. The OSU Professional Education Unit will assist you in being fingerprinted at the beginning of your student teaching semester.

To receive Oklahoma State University's in-state or out-of-state licensure/certification 'Recommendation' or 'Verification' of program completion, the applicant must:

- be admitted and maintain admission to OSU's Professional Education Unit
- complete the appropriate level of degree
- meet the Foreign Language Proficiency Requirement
- meet the Computer Proficiency Requirement
- complete the required courses with the required grades and grade-point-averages
- have confirmation of the final clearance of portfolio submission III
- pass the required Certification Examinations for Oklahoma Educators for Oklahoma licensure
- complete the state's application for licensure with current/complete official transcripts from all institutions attended.

Unless the applicant has successfully completed all of the above, Oklahoma State University will not make a recommendation or verify program completion for an in-state or out-of-state license, certificate or endorsement.

You will apply for your Oklahoma Teaching License during the semester in which you complete your degree and/or certification requirements. The first form is a license and after successful completion of the residency year, teachers earn a Standard Oklahoma Certificate. License applications are available in 325 Willard. The Professional Education Staff will attend your class meeting at the end of the clinical practice semester. You will have the opportunity to make application and submit your other institution transcripts at that meeting. You can also submit your paperwork to the Office of Professional Education in 325 Willard anytime during the semester.

Some school districts require a copy of your Oklahoma License or a "Contingency Letter/Letter of Intent" in the job application process. If you find it beneficial, you may submit your License Application and the fee to 325 Willard earlier in the semester and request a Contingency Letter. The office provides you with one letter. To prevent you from accidentally mailing the original Contingency Letter, we recommend that you place it in a protective sheet and keep it for your records.

The Oklahoma State Department of Education requires the submission of **OFFICIAL** transcripts from **ALL Institutions** you have attended with your license application. OSU transcripts do not include grades from other institutions. If you have attended other colleges or universities, please contact the institution(s) now and have them forward an **OFFICIAL** transcript to Nancy Recker, Office of Professional Education, 325 Willard, Stillwater, OK 74078. You may have provided other OSU offices with a transcript; however, the transcript becomes the permanent property of that office and cannot be released to the Office of Professional Education. The transcript will be held in your OSU certification file until it is forwarded with your application at the time you are being recommended for your license to the Oklahoma State Department of Education.

Out-of-State Certification

Those applying to other states will need to contact that state's Department of Education and request an out-of-state application packet. Some packets will include an "Institutional Recommendation Form." Complete your portion of the form and forward it to Nancy Recker, Professional Education Office. Most states will require this form, official transcripts, and a copy of the Oklahoma license.

For Further Licensure/Certification Information contact Nancy Recker, Office of Professional Education, 325 Willard, Stillwater, OK 74078, (405) 744-6252, Fax (405) 744-1834.

Map of Possible Placement Sites

Appendix A: Clinical Practice Internship Application Instructions

Please complete each of the following steps:

1. Complete the online application form that can be accessed from the Field Experiences Website. The address is: <http://www.okstate.edu/peu/fieldexperiences.htm>

After opening the webpage, click on the link “Intent to Student Teach”, then click on “Clinical Practice Application”. Enter all the required data, PRINT a copy of your application, then click the **SUBMIT** button located at the bottom of the form. You must print the application **before** you click the SUBMIT button. The hardcopy of your application serves as the official placement request form. This document will be turned in with the other internship materials.

2. Complete your Resume (instructions are on page 9).
3. Visit with your Program Area Supervisor or Price Brown, Coordinator of Clinical Practice to discuss possible placement sites. (You must complete and submit your clinical practice application, autobiography, and resume prior to the meeting). You will also receive a copy of the Memorandum of Understanding for you and your supervisor or the Coordinator of Clinical Practice to review and sign.

Personnel in the Office of Professional Education will verify your admission to Professional Education, and that your Overall, Professional Education, and Specialization GPAs are 2.5 or above with no grade lower than C in required courses. Your Program Area Supervisor will notify you of any uncompleted requirements. (**You will not be accepted into the internship until you meet all pre-internship program requirements**).

4. Submit the following by the application deadline to Brenda Brown, Clinical Practice, Office of Professional Education, 325-W Willard:
 - a) **The signed copy of the placement request (clinical practice) application form;**
 - b) **Three (3) copies of your Resume;**
 - c) **Three (3) copies of your Autobiography;**
 - d) **Signed Memorandum of Understanding;**
 - e) **A current transcript (if you completed a transcript request at the Intent for Clinical Practice meeting, you will not need to submit a transcript); and**
 - f) **A signed OSBI name check application.**

**OKLAHOMA STATE UNIVERSITY
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is an agreement among the following parties: Oklahoma State University Professional Education Program (called the "University"), the School to which the candidate is assigned, and the intern. As the intern enters into the internship experience, the intern acknowledges her/his responsibilities and agrees to the following:

- A. The intern will read and adhere to School and University policies, procedures, programs, and operating standards. Examples may include but are not limited to the following: rules for hours of School operation and necessary absences, monthly and narrative reports, and continuity of services during University holidays.
- B. The intern will be under the direction and supervision of the School and University representatives during the internship experience and agrees to follow all reasonable and lawful directions from School officials. The intern should prepare for multiple teaching tasks with appropriate lesson plans.
- C. The intern will complete all documentation required by the University for the clinical practice internship experience activities.
- D. The intern will prepare and participate in regular evaluation conferences and seminars as required by the University or School.
- E. During the internship experience, the intern must act professionally and ethically while maintaining confidentiality.
- F. The intern is responsible for his/her own health, accident, automobile, and professional liability insurance since it is not provided by the University or School. If the School has special requirements (i.e. workshops), the intern is expected to meet the requirements of the School.
- G. If the intern misses more than two days of the internship experience, additional days may be added to the experience.
- H. The intern is not an employee of the School or the University; therefore, is not entitled to financial remuneration during the clinical practice experience unless otherwise arranged by the School and Student under the laws of the State of Oklahoma. The intern may be hired to substitute teach in the classroom where the intern is assigned after the tenth week of the internship experience.
- I. Travel to and from the School is the responsibility of the intern.
- J. If the intern does not perform satisfactorily during the internship experience, the University may remove him/her from the School and terminate the internship experience for that semester.
- K. The intern does not have any convictions, outstanding criminal charges or warrants of arrest pending against him/her in Oklahoma or in any other state jurisdiction.
- L. The intern will abide by all school district's rules and regulations. School districts will monitor interns to make certain they are following these rules. Consequences for insubordination will be the same as for school faculty.

I have read the Memorandum and agree to abide by the stated policies. In addition, I understand that if I do not meet all pre-internship program area requirements, I will not be allowed to complete the internship.

The information I have provided on my internship application is accurate and true to the best of my knowledge. I hereby request permission to complete the internship and authorize OSU to release any of the information I have provided, including transcripts, to school districts requesting it.

Intern Signature

Intern Name (Please Print)

Date

Oklahoma State University Program Representative Signature

Date

RESUME INSTRUCTIONS

Your resume will be sent to the principal and cooperating teacher of the school(s) in which placement is requested. Please include the following categories in your resume:

1. Personal Information

Your name, address, telephone number, and e-mail address (if you have one)

2. Objective

State simply: Complete Clinical Practice in Elementary Education or Early Childhood Education.
Secondary: Complete Clinical Practice in English, Social Studies, etc.

3. Education

Undergraduates: State the degree you are pursuing and when you will complete it; also list the subject areas in which you will be certified to teach; list most recent first

Graduates: State the degree(s) you have completed and the subject in which you will be certified to teach; list most recent first

4. Relevant Experiences

List observation experiences (grade level and tasks you completed), other work with youth and relevant work experience; list most recent first

5. Activities/Volunteer Work

Include campus and non-campus activities

6. Honors

Include college honors

Please note: The sample resume is the recommended format to secure a clinical practice position. When seeking full-time employment, please consult with Michelle Crew, College of Education Career Consultant at 405-744-4876 or the Career Consultant in your College.

CANDIDATE AUTOBIOGRAPHY

Include with your resume a well-organized, cohesive autobiographical sketch (limit it to two paragraphs) focusing on why you have selected teaching as a career, qualities you will bring to your clinical practice internship experience, and what you hope to gain from the experience. **Please limit your resume and autobiography to one page each. Do not be specific about a school's name or grade in the content.**

Submit 3 copies of your resume and autobiography to Brenda Brown, Clinical Practice, Office of Professional Education, 325-W Willard.

A **SAMPLE** resume follows these instructions.

Cowgirl J. Jill

649 West Bennett Drive
Stillwater, OK 74073
(405) 372-9380
E-mail: jill@cowboy.org

OBJECTIVE: Elementary/Secondary Teacher position.

EDUCATION: **Bachelor of Science in Elementary/Secondary Education**
Oklahoma State University, Stillwater, OK Anticipated May 2007

Licensure and Certifications (*list licensures/certifications*):
Oklahoma Teaching License Anticipated June 2007
Oklahoma Elementary Education Certification Anticipated June 2008
American Red Cross CPR/First Aid Certification April 2007

RELEVANT TEACHING EXPERIENCE: **Clinical Practice (Student Teacher)**
(*including field experience*) Cowboy Elementary School, Stillwater, OK Spring 2007
* Facilitated and taught all academic courses in fourth grade classroom.
* Created integrated lesson plans across all subject areas, including adaptations for students with special needs.
* Participated in communication sessions with ten parents, including weekly updates, grades, and parent-teacher conferences.

Field Experience Student
Multiple Grade Levels in Oklahoma (Perkins, Agra, Perry) 2005-2006

- Assignment included elementary and middle schools in the Perkins, Agra, and Perry school districts.
- Actively observed, monitored and evaluated classroom behavior of third grade students twenty hours per work.
- Volunteered to participate in the Math Buddy Project working with fourth grade students sixteen-hours per week.
- Tutored fifth grade students in reading and math to increase performance and ensure grade completion.

OTHER WORK EXPERIENCE: **Bank Teller**
Cowboy State Bank, Stillwater, OK 2000-Present

VOLUNTEER & ACTIVITIES: Big Brothers and Sisters of Cowboy Country June 2001-Present
Student Oklahoma Education Association
Student Government Association – Residence Hall Senator

REFERENCES: References, including professional portfolio, are available upon request.
(*optional*)

For assistance, contact your College of Education Career Consultant at 405/ 744-4876 or the Career Consultant in your College.

Appendix B: Secondary Education Clinical Practice Internship Policies

Policy on Course Sequence and the Clinical Practice Internship

Courses in the Secondary Education Program are taught by tenured and tenure-track faculty members. Faculty work loads and candidate numbers dictate the frequency with which courses can be offered. It is important that candidates understand and follow the sequencing of courses so that they may complete their programs in a timely fashion. The internship in Secondary Education (CIED 4720 and/or CIED 4450) and the corresponding Seminar (CIED 4724 or CIED 4730) are available in the spring semester only. The situation of any candidate who fails to complete the internship because of extremely unusual circumstances or because the school, mentor teacher, or university supervisor has requested that the internship be terminated will be reviewed by the Program Area Supervisor. The candidate will be contacted about the possibility of repeating the internship the following semester, dependent upon the availability of a faculty supervisor.

Policy on Out-of-State Internship Placements

Because of the unique characteristics of the Secondary Education Programs and because of important quality concerns related to NCATE guidelines and OCTP regulations, OSU Secondary Education clinical practice interns will not be allowed to complete their internship out of the OSU designated region except in extenuating circumstances.

Policy on the Minimum Work Load

Due to the academic goals of the OSU Secondary Education Programs, and because of important quality concerns related to NCATE guidelines and OCTP regulations, OSU Secondary Education clinical practice interns must be actively engaged in an academic subject-area classroom for a minimum of three-fourths of the regular school day. For example, in a 4-course block schedule, the intern must be assigned to three academic periods and one planning period; in a 6-course daily schedule, the intern must be assigned to a minimum of five academic periods and one planning period. The academic classes may be shared among more than one cooperating teacher.

Policy on Attendance

Students who miss more than two days of the internship because of illness will be required to make up those days at the end of the normal internship period. It is not permissible to miss classroom days to attend job interviews at other sites. Students who miss more than five days during the internship for any reason (excluding the OSU Career Fair and seminar classes) will not receive a passing grade.

Appendix C: International Clinical Practice Internships

General Project Description

The International Clinical Practice Internship Project is an undertaking that seeks to enhance candidates' understanding of culture, language, and educational perspectives. This project also strives to provide participants with a baseline of international awareness, and hemispheric awareness in particular, in order to encourage future teachers to integrate global issues into their daily curriculum and likewise, to better understand and therefore teach, those students who increasingly arrive in Oklahoma classrooms from other countries.

Oklahoma teachers are currently experiencing what many other educators around the country have already learned; that is, our schools are becoming increasingly diverse and a great deal of this diversity stems from the growing population of Spanish-speaking students enrolling in the public school system. The appearance of these students in Oklahoma has occurred almost "overnight." Teacher anxiety has increased due to lack of language skills in the students' first language and issues related to cross-cultural understanding further cloud the learning environment. All of this leads to reduced learning outcomes for this particular ethnic population. The academic success of these students is vital for their own individual well-being and happiness, as well as the future well-being of Oklahoma's economy and the state's overall level of prosperity and soundness.

Procedures for Participant Selection

Interested candidates self-enroll in the International Clinical Practice Internship Projects. At several points in the course of each semester, notice is given those advising teacher education candidates in the Professional Education Program that the opportunity to conduct their capstone field experience in an international setting is a possibility. Candidates may then fill out an interest form providing their major focus of study (elementary, middle, or secondary), the semester they intend to complete clinical practice, and necessary personal information for future contact (name, telephone numbers, address, and e-mail address). This information is then routed to the Director of the Project, and copies are provided to Dr. Chris Ormsbee, Head of School of Teaching and Curriculum Leadership (STCL) and Price Brown, Coordinator of Clinical Practice. In the beginning of the semester preceding the internship (semester "Y" for elementary candidates), candidates who expressed interest in the International Projects are contacted and given the dates for a series of orientation meetings that are scheduled throughout the semester, and all those who intend to participate are required to attend each meeting.

The focus of the initial meeting is to facilitate awareness of the International Clinical Practice Internship experience in other nations. At this time, participants are apprised of the nature of the experience, the rationale for the project, the expectations that the College of Education maintains for each intern, and the requirements that must be met to fully qualify for acceptance into the Project.

The first criterion for participation in the Project is a willingness to explore another country, to experience a distinctly different culture, to "step outside the box" and seek a personal transformation. A secondary, but necessary criterion is the cognitive understanding of the Project's rationale and the consequent internalization of the theory and application of that rationale. A simple desire to travel to a tropical destination is not sufficient. Tertiary, but vital other criteria include recommendations from past faculty, successful completion of a brief essay outlining how the candidate will integrate this experience into his/her future teaching, and demonstrable evidence that the candidate can undertake the personal and financial challenges inherent in living outside the U.S for 12 weeks.

As the Oklahoma portion of the orientation process unfolds, candidates accrue a significant store of insight, knowledge, and information regarding the international schools where they will complete their internship, the nature of the cultures in general and the knowledge, skills, dispositions, and requirements that the College of Education Professional Education Program expects, and the numerous opportunities available for personal and professional growth to all candidates while engaged in their International Internship experience.

Procedures for Candidate Termination

Termination of a candidate's participation before admission in this international clinical practice Internship Project may occur in two ways: 1) candidate withdraws based upon personal reasons or circumstances or, 2) candidate is advised to withdraw from the project by appropriate administrators for reasons based upon evaluation of his/her potential for success. Such evaluations are grounded in considerations that seek to examine each candidate's potential from a holistic perspective. Aspects for consideration would include: a) apparent commitment to the project, b) sense of responsibility, c) maturity and independence, d) perceived degree of self-directedness, e) success in prior class work, f) evaluations from previous instructors, g) perceived adaptability to a another culture and cultural milieu, h) demonstrated depth of understanding of culture and cross-cultural issues, i) perceived ability to overcome culture shock and homesickness, and j) observed or reported overt behavior that would preclude participation based upon moral or ethical considerations.

Expectations of the Clinical Practice Interns

The internship experience may be regarded as one of the foremost components of the Professional Education Program. Certainly, it ranks as the predominant clinical experience for all candidates and offers the ultimate theory-into-practice opportunity for every participant. Each intern becomes a part of the assigned school's teaching team and thus carries a significant degree of responsibility for the ultimate success of the internship experience. Clearly, interns are more than mere guests in their schools; rather, each is regarded as a pre-professional, one who will ultimately design and conduct lessons and activities that aim to benefit students, support the school's mission, and ultimately, enhance the quality of life for families and their community.

Those candidates who commit to undertake their International Internship experience will come to find they will be held to even higher standards than their peers in Oklahoma. Interns in other countries are not only representatives of Oklahoma State University, but of the state of Oklahoma as well. Moreover, these interns are also deemed ambassadors of the United States and as such, their individual comportment is subject to intense scrutiny. A final and vital difference for the International Interns is that many international schools in which they will be working are private schools. Tuition in these schools is expensive and consequently, parents expect that their child will receive the best possible instruction and the highest degree of professional effort possible. This implies, quite simply, that all interns demonstrate their highest quality of professionalism in every facet of preparation, planning, collaboration, and in all interactions with students, colleagues, families, and the community.

Living arrangements will vary by program and range from military bases to international homes. The international homes, referred to as a "homestay," is a singular opportunity to gain an in-depth, intimate perspective of life and culture in the host community. Possibilities for enhancing one's language skills are greatly increased, as is the potential for creating enduring friendships and lifelong connections. Here, too, arise responsibilities and awareness on the part of the guest. It must be understood that you are, first and foremost, a guest in the host's home. This implies that you are bound to honor all family customs and rules and to respect them without question. With payment of your monthly stipend, you do not automatically gain free rein to every aspect of the home. Sensitivity, tact, and decorum are essential traits for guests in any home, especially when one is visiting a different country and its culture.

Appendix D: Excerpts from Cooperating Teacher Handbook

Phases of the Clinical Practice Internship

Clinical practice internship assignments are highly individualistic. Involvement in classroom activities will depend upon the individual's readiness to perform the tasks assigned. The cooperating teacher and university program area supervisor will assess the candidate's abilities and determine his/her responsibilities and tasks. **In no case will the intern immediately assume total responsibility for the class.**

Due to the individualistic nature of the assignment, no set time period can be attached to the various phases of the clinical practice internship. Some interns may be involved with observations for several weeks while others will engage in limited teaching by the third week. In general, though, all interns will move through the following four phases during their experience:

1. Orientation and Observation
The intern becomes oriented to the classroom and observes the cooperating teacher. The intern should discuss his/her perceptions and observations with the cooperating teacher.
2. Limited Teaching Experience
The intern becomes involved in planning, preparing resources, correcting papers, helping small groups, supervising study periods, tutoring, constructing quizzes, preparing instructional materials, and teaching a complete lesson that has been cooperatively developed. In this phase, the cooperating teacher provides continuity for the classroom and immediate feedback to the intern.
3. Extensive Teaching Experience
The intern assumes responsibility for the classroom, including planning and teaching a unit of lessons, and evaluating the students in the classroom.
4. Culminating Experience
The intern completes the teaching unit and finishes the experience by observing other classes. You must follow district procedures should you wish to observe classes at another school site within the district.

Roles of Individuals Involved in the Clinical Practice Internship

Oklahoma State University envisions the clinical practice internship experience as a "partnership" between the intern, the cooperating teacher, the building principal, and the university program area supervisor. To ensure a successful experience, this quartet must develop an atmosphere of communication and trust. This section identifies each person's role and offers suggestions on establishing and maintaining the relationship.

The Cooperating Teacher

A successful cooperating teacher creates an enriching experience both for the students in the classroom and the teacher education candidate. The cooperating teacher retains responsibility for the classroom while guiding the candidate through such activities as learning students' names, tutoring individual students, working with small groups, developing a teaching unit, teaching one class or subject, and finally teaching multiple classes or subjects.

The cooperating teacher plays a vital role in the education of the student teacher and is expected to:

- Look upon the intern as part of the teaching team with gradually increasing responsibility for planning and implementing of lessons.
- Conference regularly with the intern, making sure that he/she is free to ask questions and make suggestions, offering feedback on lessons taught, preferably in writing.
- Encourage the intern to reflect each day on class activities by asking: "How can I increase student learning?"

- Schedule a conference with the intern during the first days of the internship to clarify the role he/she is expected to assume in the specific context.
- Observe the intern, complete an assessment of the lesson, and discuss the evaluation on a regular basis.
- Assist the intern in developing a professional attitude in all of her/his contacts with the school community.
- Ensure that the intern understands school policies and procedures, including those related to field trips, if appropriate.
- Acknowledge the intern as a professional with a need to know regarding special needs students, informing the intern of all special needs students with whom she/he will be working and making IEPs available.
- Clarify the intern's responsibilities with respect to making lesson plans, securing and organizing appropriate materials, and other necessary activities.
- Work with the intern to decide together well in advance of the time when a lesson or unit is expected to be taught.
- Invite the intern to attend staff development programs planned for teachers and administrators.
- Insure the intern is introduced to teaching at a rate appropriate for that intern. One helpful model is a three-phase process: a) the cooperating teacher directly models lesson teaching, b) the intern teaches comparable lessons using the cooperating teacher's lesson plans, and c) the intern plans and teaches lessons after making the plans available to the cooperating teacher prior to the teaching episode.
- Keep a calendar of the clinical practice internship experience, showing the intern's days present and days absent.
- Plan to be available after each observation by the OSU supervisor for conferencing with the intern and the OSU supervisor. Conferences should be conducted among the intern and cooperating teacher to complete the mid-term evaluation and to complete the final evaluation.
- Take the necessary steps to remove the intern if work is not satisfactory. Contact the university program area supervisor and Price Brown, Coordinator of Clinical Practice, 405-744-1088 or price.brown@okstate.edu, immediately should problems arise.
- Submit online the mid-term and final evaluation of the intern.

The Clinical Practice Intern

The intern is part of the teaching team, and carries a great deal of the responsibility for the ultimate success of the clinical experience. Not just a guest in the school, the intern is a pre-professional who will eventually plan and carry out lessons designed to benefit the students. A successful intern will:

- Support school policies and personnel, following all school rules and regulations including observing the school calendar.
- Understand that the internship is a full-time job so that daily attendance and preparation reflects the seriousness of this responsibility.
- Investigate what "professionalism" means in the context of the school in which she/he is placed. She/he will dress, speak, write, and act professionally each day during clinical practice.
- Be familiar with and act according to laws dealing with confidentiality, including the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment.
- Take part in out-of-class school activities such as PTA meetings, faculty and staff development meetings, extra-curricular, and routine teaching and non-teaching tasks.
- Test new ideas within the context already established by the cooperating teacher, making them available to the cooperating teacher several days in advance of the lesson.
- Develop written lesson plans in advance, sharing them with the cooperating teacher and discussing them before the lesson begins.
- Request conferences with the cooperating teacher and/or the OSU program area supervisor as needed.
- Inform OSU program area supervisor in advance when the cooperating teacher will be absent on the day of a scheduled observation.
- Inform the cooperating teacher and the OSU program area supervisor of any absences, in advance if possible.
- Be continually involved in self-evaluation through such activities as journaling, examining the goals and outcomes of each instructional activity, reviewing videotapes of classroom activities (after

securing necessary parental permission forms), soliciting feedback, and seeking immediate answers to problems.

The University Program Area Supervisor

The university supervisor is a liaison between the OSU Office of Clinical Practice and the public school, cooperating teacher, and intern. The supervisor is expected to:

- Hold regularly scheduled meetings with the intern.
- Visit the clinical site a minimum of three times during the internship period.
- Engage in a three-way conference two or more times with the intern and cooperating teacher. Conferences should be conducted among the intern, cooperating teacher, and university program area supervisor to complete the mid-term evaluation and to complete the final evaluation.
- Provide written documentation of observations, providing a copy for the intern and maintaining a copy for the intern's file.
- Conference with the intern to discuss planning, learning strategies, classroom management, etc.
- Participate in discussions with the intern and cooperating teacher to decide in which other classrooms and/or building the intern will observe, in accordance with district policy.
- Provide input on the final grade for the clinical practice internship, giving substantial weight to the written evaluation of the cooperating teacher.

The Principal

The building principal plays an important role in facilitating and coordinating interns. A principal who works effectively with interns will:

- Facilitate a three-way conference among the intern, the OSU program area supervisor, and the cooperating teacher at least two times during the semester.
- Provide a positive environment for interns within the building.
- Orient faculty (including both cooperating teachers and other faculty members) to their roles in the clinical practice internship experience.
- Orient each intern concerning the school's philosophy, policies, and regulations.
- Assist each intern in becoming acquainted with the faculty and staff.
- Stay informed of the progress of each intern.
- Observe the candidate while teaching, providing feedback.
- Read and become familiar with the *Cooperating Teacher's Handbook*, including the OSU policy on using interns as substitutes.

Problem Solving Process

Most problems which arise between the cooperating teacher and the intern are resolved through daily conferences. The following process should be followed if the problem cannot be resolved:

1. Either the intern or the cooperating teacher should:
 - a) Have a conference with the university program area supervisor to discuss the issues.
 - b) Develop a plan to resolve problems.
 - c) Communicate the plan to the principal and to all involved parties.
 - d) Work the plan and document progress.
2. If the problem continues, the principal and the university supervisor confer with input from the cooperating teacher and/or the intern to determine the next steps. After this meeting, one of the following alternatives will be initiated:
 - a) The intern is removed from the assignment and reassigned within the school or the school system.
 - b) The intern is removed from clinical practice in that school system.
 - c) The intern is removed from the clinical practice internship.

3. If the intern is not satisfied with the decision, he/she may appeal to a committee composed of the Associate Director of Professional Education, Dr. Chris Ormsbee; the Coordinator of Clinical Practice, Price Brown; and the Program Area Coordinator.

Evaluation of the Intern

The evaluation of the clinical practice internship will be ongoing. The cooperating teacher should evaluate the clinical practice performance at least weekly. Secondary programs use an assessment that is specific to the content area in addition to the OSU clinical practice evaluation form. The cooperating teacher must submit an online assessment with a formative evaluation of the intern at mid-term and the end of the clinical practice. The cooperating teacher's evaluation provides valuable input that will be used in determining the intern's final grade. Promptness in returning the evaluation is important, as evaluations received after the cut-off date for submission of grades are of little value to university supervisors. Since interns are aware of the evaluation form and the evaluation process, the cooperating teacher should involve the intern when completing the mid-term and final evaluation forms.

Employment Recommendation

Candidates will frequently request a letter of recommendation from their cooperating teacher which can be utilized in the job search process. If the cooperating teacher feels that she/he can provide such letters, we encourage him/her to do so. However, the cooperating teacher is not required to provide such letters.

Credential or Placement Files

Some school districts require a credential or placement file as part of the application process. This file usually contains an up-to-date resume, copies of your transcripts, letters of reference, copies of certification tests taken and passed, and other related information. You can either maintain the file yourself and send it upon request or utilize an online clearinghouse that will post the written documents to its web site. Upon your request, school district personnel would have access to your online file. Information about online credential files can be found at www.referencenow.com . Please direct any additional questions to Michelle Crew, College of Education Career Consultant at 405-744-4876 or the Career Consultant in your College.

Appendix E: Observation Guide for Clinical Practice Interns

Many of the professional courses in education discuss theories and methods of instruction. Through field experiences and clinical practice, the intern has the opportunity to observe these theories and methods at work. Therefore, the intern is encouraged to observe every situation possible. These include in-class and out-of-class activities of teachers, students, and administrators ranging from the seemingly mundane procedures of taking roll to the more analytical aspects of motivation and evaluation.

Remember that the objective of observation is to learn from observing and analyzing rather than to be the critic. Not all teachers manage their classrooms as an intern may want to manage his/her future classroom. In this situation, interns should observe and assess the management techniques within the context of their use, analyze the strengths and weaknesses for this particular situation, and examine adaptations that might improve their effectiveness for this unique situation or any other.

Teachers are unique individuals, and no two teachers follow the same procedures. Each teacher will incorporate those methods that best suit his/her needs, the students' needs, the philosophy of the school, and the subject matter being studied. This is the time for the intern to see theory become practice, enabling the discovery of why some procedures work while others do not.

The following is a guide for daily observations. It is in the form of questions, so the intern can observe and then analyze. Observation is not just seeing but also analyzing what is seen:

- I. **Why** is this lesson taught?
 1. How does the purpose of this particular lesson align with the goals for the total course and with PASS objectives?

- II. **What** is being taught?
 1. What is the source of the subject matter (textbook, films, television, handouts, etc.)?
 2. What evidence do you see of student input affecting curriculum planning?

- III. **What** does the teacher do?
 1. How does the teacher initiate the lesson and create student interest?
 2. How does the teacher establish the objectives and expectations?
 3. Does the teacher lecture, lead the discussion, ask questions, use audio-visual aids, test, etc.? Why is it done this way?
 4. Does the teacher favor one technique more than another?
 5. Does the teacher move around the room or sit behind the desk?
 6. How are the pupils motivated?
 7. How does the teacher contribute to a stimulating intellectual climate in the classroom?
 8. What steps are taken by the teacher to foster a wholesome emotional climate?
 9. What attempts are made to teach to student interests?
 10. How does the teacher close the lesson?
 11. What are the expectations for the preparation for the next class period?

- IV. **How** does the teacher communicate non-verbally?
 1. What kinds of facial gestures are made and are they consistent with the tone of voice?
 2. Does the teacher make eye contact with each student?
 3. How is the teacher dressed? Does his/her appearance present a professional image?

- V. **What** do the pupils do?
 1. Are the pupils interested, involved, active?
 2. Do pupils listen, discuss, give reports, write?

3. What kinds of behavior are displayed by the pupils?
 4. What non-verbal cues are students giving (fidgeting, slouching, eye contact, daydreaming, etc.)?
- VI. **What** are the grading procedures?
1. What are the standards for grades in subject matter areas?
 2. What are the standards for grades in citizenship?
 3. What grading provisions are made for students with special needs?
 4. How are assessment results shared with students and their families?
- VII. **What** evaluation took place?
1. Was evaluation in terms of skills, knowledge, or attitudes developed?
 2. What aspects of the teaching-learning situation are considered appropriate in terms of skills, knowledge, and attitudes developed?
 3. How did the teacher use the results of assessment to revise the lesson?
 4. How are assessment results shared with students and their families?
- VIII. **How** do physical factors contribute to learning?
1. What provisions are made for proper lighting, temperature, ventilation?
 2. How does the seating arrangement of students contribute to an effective classroom environment?
 3. How are the chalkboards, bulletin boards, displays, instructional equipment used, etc.?
 4. What technology was used by the teacher and students?
- IX. **What** role does the library/media center play in this school?
1. What facilities are maintained for teachers?
 2. How do the students use the library?
 3. How is computer use integrated into the instructional program?
- X. **What** counseling services are available?
1. How do students come into contact with the counseling office?
 2. What records and tests are available for teacher use?
 3. What is the relation to families and community?
 4. What is the relation to extra-class activities?
 5. What role is played by the classroom teacher?
 6. How and by whom are students' programs made?
 7. How are incoming students oriented to the school?
- XI. **What** facilities are available for special classes?
1. What provisions are made for students with special needs?
 2. How are students with special needs included in this school?
 3. What remedial groups exist and how are they handled?
 4. Who is responsible for setting the conditions of IEPs and to whom does a teacher go for instructional help in meeting the needs of the special students?
 5. What provisions are made for English Language Learners?
- XII. **What** is the extent of the program of study?
1. What is the mission of the school?
 2. What are the basic requirements?
 3. What are the electives?
 4. What is the purpose of homerooms and how do they operate?
 5. Does the school follow a block schedule? If so, what format is used?
- XIII. **What** extra-curricular activities are available in this school?
1. How are they administered?

2. How are meetings arranged and scheduled?
 3. How are sponsors designated?
 4. What limitations and regulations are imposed?
 5. What is the community attitude toward these activities?
- XIV. **What** health services are available through this school?
1. What examinations are conducted?
 2. What records are kept?
 3. What procedures do teachers follow in using the service?
 4. What is the relation to city health and social agencies?
 5. What does a teacher do when a child under his/her supervision is injured, involved in an accident, or becomes ill?
- XV. **What** is the general floor plan of the school?
1. How is the auditorium used? What are the stage facilities?
 2. How is the lunchroom operated and used?
 3. What provision is made for teachers' rooms?
 4. Is there a projection room?
 5. What equipment is available in the shops, laboratories, and other special subject rooms? What are the rules governing the use of each?
 6. What are the patterns and rules for hall traffic?
- XVI. **What** are the functions of the administrative offices?
1. What is the relationship of the teachers to these offices/administrators?
 2. What support and assistance is offered by those in these offices/administrators?
 3. How does communication occur?
- XVII. **What** are the relationships between the school and local police agencies?
1. Are resource officers available at the school?
 2. Does the school conduct a drug education program?

Appendix F: General Competencies for Licensure and Certification in Oklahoma

Evaluation of clinical practice is a collaborative effort among the candidate, cooperating teacher, and the university supervisor. The clinical practice facilitates candidates' development as professional educators as they enhance their competencies in content, professional, and pedagogical knowledge, skills, and dispositions delineated in the professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and university supervisors jointly conduct assessments of candidate performance throughout clinical practice with a focus on the mid-term evaluation (formative evaluation) and the final evaluation (summative evaluation).

Although particular competencies are specified for teaching at different levels (preschool, elementary, middle, or high schools) or for different subject matters, the following general competencies are expected to be demonstrated by the candidates in OSU's Professional Education Programs. Evaluation of candidates' performance in clinical practice should reflect their demonstration of knowledge, skills, and dispositions in these competencies.

Listed below are the 15 competencies developed by the Oklahoma Commission for Teacher Preparation (OCTP). These competencies should be demonstrated during the Clinical Practice Internship and reflected in the artifacts you select for Portfolio Submission III.

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 encourages positive social interaction, self-motivation, and active engagement in learning, thus, providing opportunities for success.
6. The teacher **develops knowledge of AND uses a variety of effective 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, parents, 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 students' 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 continuous life-long 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.
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 the Oklahoma core curriculum AND is able** to develop instructional strategies/plans based on Priority Academic Student Skills (PASS).
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.

APPENDIX G: Oklahoma Minimum Criteria for Effective Teaching Performance

According to the Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools (Oklahoma State Department of Education, 1992 Appendix K, pages 172-73)

I. PRACTICE

A. Teacher Management Indicators

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

B. Teacher Instructional Indicators

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

II. PRODUCTS

A. Teacher Product Indicators

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

B. Student Achievement Indicators

Students demonstrate mastery of the stated objectives through projects, daily assignments, performance and test scores.