ADVANCED CERTIFICATE PORTFOLIO GUIDELINES
M. Ed. in READING SPECIALIST
2008-2010*

*Advanced candidates beginning the Reading Specialist Program in fall 2009 and thereafter will use an electronic portfolio format for the submission of the required artifacts.
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Southeastern Oklahoma State University
Reading Specialist Advanced Certificate Portfolio

This handbook is designed for Reading Specialist candidates and faculty in the Reading Specialist program at Southeastern. It provides the basic information needed to successfully complete the portfolio development process as required for the completion of a degree, licensure, and certification.

The information about portfolio development and construction in this handbook was adopted by the Teacher Education Council on April, 17, 2008. Advanced candidates’ graduating in spring 2010 and thereafter will be responsible for all the requirements outlined in this version of the portfolio. Candidates graduating prior to spring 2010 may choose to fulfill the requirements of the Fall 2008 portfolio or the Fall 2005 version. The portfolio and its contents are the responsibility of the advanced candidate. The candidate is responsible for preparing and/or selecting items of evidence, and completing the portfolio according to the appropriate guidelines.

The portfolio is a certification requirement of the Oklahoma State Regents for Higher Education and the Oklahoma Commission for Teacher Preparation.
Philosophy for Teacher Education Unit

The unit’s philosophy begins with the fundamental belief that all students can learn; however, students learn in different ways and at different rates. Therefore, educators must be knowledgeable about the content they teach and be committed to utilizing a variety of instructional strategies and approaches appropriate to the diverse learning needs of all students. The educational needs of all students will be provided in a caring, non-discriminatory and equitable manner.

Another major component of the philosophy is the belief that candidates and other school professionals must have the knowledge and skills to utilize technology in order to assist all students in achieving their full potential as learners and citizens of the world. Schools and classrooms must have educators who are equipped with technology resources and skills and who can effectively teach the necessary subject matter content while incorporating technology concepts and skills (ISTE, 2008, p. 3).

Southeastern Oklahoma State University Vision 2010

Southeastern will be a leader and innovator in higher education. Strong academic and student life programs with a solid liberal arts and sciences foundation will characterize the university. Areas such as diversity, globalization, uniqueness, and cultural richness will be distinctive features of the institution.

University Mission Statement

Southeastern Oklahoma State University provides an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extra curricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning.

Teacher Education Unit Vision

The teacher education unit at Southeastern Oklahoma State University strives to be an exemplary provider of high quality teacher education programs in southeastern Oklahoma and northern Texas for the development of educational practitioners.
Teacher Education Unit Mission

The mission of the Southeastern Oklahoma State University’s teacher education unit is to produce graduates who demonstrate academic and practical excellence in their respective fields. Through quality instruction grounded in current research and supported by diverse field and clinical experiences and technology usage, graduates will develop the professional competencies necessary to become lifelong learners who are competent, committed, and practitioners.

Conceptual Framework

Purpose of the Teacher Education Unit

The purpose of the teacher education unit is to train competent, committed and ethical teachers and other school professionals to teach, counsel, administer, and lead in P-12 schools.

Candidate Learning Outcomes/Institutional Standards

KNOWLEDGE

1. Educators have broad knowledge of liberal arts/general education.
2. Educators know the content appropriate to their major subject area.
3. Educators acquire pedagogical knowledge appropriate to his/her specialty area.
4. Educators know the specific uses of technology in their discipline.

SKILLS

1. Educators demonstrate effective communication skills with peers, colleagues, and families.
2. Educators have strong and current technology skills.
3. Educators apply a variety of instructional strategies and materials to promote critical thinking in students.
4. Educators plan instruction that is appropriate for a diverse student population.

5. Educators use a variety of methods to deliver instruction.

6. Educators motivate students to learn.

7. Educators use multiple assessment tools to monitor student learning and modify instruction.

**DISPOSITIONS**

Based on the vision, mission, philosophy, purposes, goals/outcomes, the unit is committed to preparing school practitioners who will demonstrate the following dispositions:

1. Educators who are **competent**:
   
   a. possess the knowledge, skills, and dispositions needed to perform their role and responsibilities in the classroom.
   
   b. promote positive learning outcomes for all students.
   
   c. know how to use self-reflection to learn from their experiences and improve their effectiveness.
   
   d. know how to secure and use various technological resources to enhance student learning, communication, and management tasks.
   
   e. embrace cultural diversity and accommodate the needs of diverse learners.
   
   f. value the role of the family in the child’s education and know how to work cooperatively with parents for the community for the student’s benefit.

2. Educators who are **committed**:

   a. support learning for diverse learners in a caring, non-discriminatory and equitable manner.
   
   b. establish to high standards for all students.
   
   c. set high standards for themselves by being personally invested in their own professional work and career development.
   
   d. are proud to serve their communities as educational leaders and advocate for the profession in all interactions.
   
   e. engage in service to the profession and community.
3. Educators who meet high ethical standards of practice:

   a. respect and value all students and others for their diverse talents, abilities, and contributions
   b. are sensitive to community and cultural norms.
   c. are timely, respectful, and responsible in meeting expectations.
   d. model ethical and democratic principles in all relationships.
   e. use sound judgment and display confidence in practice.
   f. are honest in communications and interactions with others.
   g. maintain confidentiality.
Portfolio Philosophy Statement

The advanced certificate portfolio provides the opportunity for advanced candidates to demonstrate their professional growth in the knowledge, skills, and dispositions outlined in the conceptual framework for the teacher education unit at Southeastern, the fifteen (15) competencies of the Oklahoma Commission for Teacher Preparation, and the standards established by the International Reading Association (IRA). The portfolio is a collection of artifacts from the specialization and professional education courses on the Reading Specialist degree plan demonstrating the varied learning opportunities and field experiences of the candidates.

The portfolio development process encourages advanced candidates to be reflective of their learning outcomes as well as their impact on student learning. The prescribed artifacts from each candidate’s courses and field experiences reflect the diversity and depth of the candidate’s professional preparation.

In addition, the advanced certificate portfolio process provides a document that reflects authentic assessment activities that are utilized by the faculty and unit to evaluate and improve the teacher education program. Feedback on individual artifacts and at the end of each module, provide the candidates with continuous support and opportunities to improve their professional growth.
Portfolio Policy Statement, Guidelines, and Format

POLICY STATEMENT

Advanced candidates in the teacher education program at Southeastern are required to develop an assessment portfolio documenting their growth and professional progress throughout their professional education program. The portfolio process begins when a candidate enrolls in the first introductory teacher education course. All advanced candidates must present their portfolio at the completion of each module. At the completion of Module III candidates will present their completed portfolio for a final assessment by a program faculty member.

Transfer advanced candidates must take their portfolio to the program coordinator to have the portfolio reviewed for artifacts completed at other universities. It is the candidate’s responsibility to create missing portfolio items prior to program completion.

GUIDELINES

All Southeastern advanced candidates’ portfolios will contain the required three (3) modules and utilize the same format. Teacher candidates should print the Advanced Certification Portfolio from the Southeastern web site during the first professional education course. All candidates must complete Module I and II prior to practicum. Module III is completed during practicum and submitted with the other two modules prior to graduation.

FORMAT

The Advanced Certificate Portfolio should be presented in a three-ring binder**. The following guidelines must be included:

1. divided sections
2. a title page
3. identified artifacts required for each course
4. assessment rubric placed in front of each artifact
5. a competency reflection for each artifact
6. the order of items is assessment rubric, artifact, and competency reflection
7. completion of all assessments and log
8. identifying information on front cover and binder spine

**Candidates beginning the Reading Specialist program in fall 2009 will be required to use the Chalk & Wire eportfolio software which can be purchased through the campus book store.
Schedule for Evaluating Portfolios

Candidates begin his/her portfolio during the first class on the degree plan. **The Chalk and Wire eportfolio software is available for purchase through the campus bookstore for advanced candidates commencing their program in fall 2009.**

Module I, II, and III are assessed at the following transition points:

1. Module I contains artifacts and rubrics for EDUC 5203, EDUC 5113, ELED 5603, and ELED 5613. Module I is assessed by program faculty at the end of the first twelve (12) hours and prior to admission to candidacy.

2. Module II contains artifacts and rubrics from ELED 5623, ELED 5633, ELED 5643, ELED 5653, ELED 5663, and ELED 5673. Module II must be completed and assessed by faculty prior to admission to practicum and before permission to take the comprehensive exams.

3. Module III contains artifacts and rubrics from the six (6) hours of practicum in ELED 5683 and ELED 5693. In addition, the Community Involvement log and the Field Experiences Diversity log are required to be completed. Module III is assessed prior to program completion/graduation by a program faculty member.
## Module I – Assessment Checklist
### Reading Specialist Program

Candidate Name _____________________________________ Date _______________

<table>
<thead>
<tr>
<th>Completed</th>
<th>Artifact Number</th>
<th>Course</th>
<th>Artifact</th>
<th>IRA Standards</th>
<th>OCTP Component/Competency</th>
<th>Assessment Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>EDUC 5203</td>
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<td>#2</td>
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<td>ELED 5603</td>
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<tr>
<td>#4</td>
<td>ELED 5613</td>
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</tbody>
</table>

Each artifact must be accompanied by an assessment rubric and an IRA standards and OCTP competency reflection form.

The candidate has satisfactorily completed Module I.

________________________________________  _____________________
Faculty Signature                                                        Date

**Module I must be completed and assessed prior to admission to candidacy.**
Module II – Assessment Checklist  
Reading Specialist Program  

Candidate Name __________________________________  Date __________________

<table>
<thead>
<tr>
<th>Completed</th>
<th>Artifact Number</th>
<th>Course</th>
<th>Artifact</th>
<th>IRA Standard</th>
<th>OCTP Component/ Competency</th>
<th>Overall Assessment Score</th>
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<td></td>
<td>#10</td>
<td>ELED</td>
<td>5673</td>
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</tbody>
</table>

Each artifact must be accompanied by an assessment rubric and an IRA standard and OCTP competency reflection form.

The candidate has satisfactorily completed Module II.

______________________________________________   _______________________
Faculty Signature                                                                   Date

**Module II must be completed and assessed prior to admission to practicum and for permission to take the comprehensive exams.**
Module III – Assessment Checklist
Reading Specialist Program

Candidate Name __________________________________________ Date ______________________

<table>
<thead>
<tr>
<th>Completed</th>
<th>Artifact Number</th>
<th>Course</th>
<th>Artifact</th>
<th>IRA Standard</th>
<th>OCTP Competency</th>
<th>Assessment Overall Score</th>
</tr>
</thead>
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<td>ELED</td>
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<tr>
<td>#13</td>
<td></td>
<td></td>
<td>Community Involvement Log</td>
<td></td>
<td></td>
<td>Not Required</td>
</tr>
<tr>
<td>#14</td>
<td></td>
<td></td>
<td>Field Experiences Diversity Log</td>
<td></td>
<td></td>
<td>Not Required</td>
</tr>
</tbody>
</table>

Artifact #11 and #12 must be accompanied by an assessment rubric and an IRA standard and OCTP competency reflection form. Artifact #13 and #14 must be accompanied by an IRA standard and OCTP competency reflection form, but not an assessment rubric.

The candidate has satisfactorily completed Module III

__________________________________________  __________________________
Faculty Signature                                                              Date

**Module III must be completed and assessed prior to program completion/graduation.**
Documentation Log for Community Involvement

<table>
<thead>
<tr>
<th>Type of Experience</th>
<th>Community or School District</th>
<th>Date/ Number of Hours</th>
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*Community involvement activities are previous and/or current voluntary activities completed within various segments of the community. These voluntary activities do not necessarily have to include children. Examples of community involvement could include but are not limited to the following activities: participating in a walk-a-thon, organizing a Toys for Tots campaign, interacting with clients at a nursing home, operating the concession stand at a high school basketball game for the junior class, or coaching a little league team. The advanced candidate should list all of the voluntary community service in which they participated during their advanced degree.
# Documentation Log for Diverse Field Experiences
## Reading Specialist Program

<table>
<thead>
<tr>
<th>Course Experience Site</th>
<th>Field Experience Site</th>
<th>Dates &amp; Times</th>
<th>Grade Level</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American, non-Hispanic</th>
<th>Native Hawaiian or other Pacific Islander</th>
<th>Hispanic or Latino</th>
<th>White, non-Hispanic</th>
<th>Two or more races</th>
<th>Other</th>
<th>Race/ethnicity unknown</th>
<th>Students receiving free/reduces price lunch</th>
<th>English language learners</th>
<th>Students with disabilities</th>
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</table>
IRA Standards and OCTP Competencies Reflection Form

Candidate’s Name _____________________________ Date__________

Each artifact must have a reflection form.

IRA Standard(s) addressed by the artifact _________________________________

OCTP competencies addressed by the artifact________________________________

1. Describe the artifact and the course or context in which the artifact was developed.

2. Explain how this artifact demonstrates your mastery of the identified IRA standards and OCTP competencies.

3. What did you learn from developing this artifact?
APPENDIX A

IRA Standards

<table>
<thead>
<tr>
<th>Standard 1. Foundational Knowledge</th>
<th>Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, reading specialist/literacy coach candidates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.</td>
<td></td>
</tr>
<tr>
<td>1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.</td>
<td></td>
</tr>
<tr>
<td>1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.</td>
<td></td>
</tr>
<tr>
<td>1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2. Instructional Strategies and Curriculum Materials</th>
<th>Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction: As a result, reading specialist/literacy coach candidates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Support classroom teachers and paraprofessional in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.</td>
<td></td>
</tr>
<tr>
<td>2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.</td>
<td></td>
</tr>
<tr>
<td>2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.</td>
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<thead>
<tr>
<th>Standard 3. Assessment, Diagnosis, and Evaluation</th>
<th>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, reading specialist/literacy coach candidates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.</td>
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<tr>
<td>3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.</td>
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<tr>
<td>3.3 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.</td>
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<tr>
<td>3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).</td>
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</tr>
</tbody>
</table>
### Standard 4. Creating a Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, reading specialist/literacy coach candidates:

| 4.1 | Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students. |
| 4.2 | Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. |
| 4.3 | Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities. |
| 4.4 | Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice. |

### Standard 5. Professional Development

Candidates view professional development as a career-long effort and responsibility. As a result, reading specialist/literacy coach candidates:

| 5.1 | Articulate the theories related to the connections between teacher dispositions and student achievement. |
| 5.2 | Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices. |
| 5.3 | Positively and constructively provide an evaluation of their own or others’ teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice. |
| 5.4 | Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice. |
Appendix B

Oklahoma State Department of Education
General Competencies for Licensure and Certification in
Professional Education Courses
House Bill 1549

THE CANDIDATE:

<table>
<thead>
<tr>
<th></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>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>
</tr>
<tr>
<td>3</td>
<td>Understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</td>
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<tr>
<td>4</td>
<td>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.</td>
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<tr>
<td>5</td>
<td>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>
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<tr>
<td>6</td>
<td>Develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
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<tr>
<td>7</td>
<td>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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<tr>
<td>8</td>
<td>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>
</tr>
<tr>
<td>9</td>
<td>Evaluates the effects of his/her choices and actions of others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</td>
</tr>
<tr>
<td>10</td>
<td>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>
</tr>
<tr>
<td>11</td>
<td>Shall have an understanding of importance of assisting students with career awareness and the application of career concepts to the academic curriculum.</td>
</tr>
<tr>
<td>12</td>
<td>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>
</tr>
<tr>
<td>13</td>
<td>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>
</tr>
<tr>
<td>14</td>
<td>Understands the Oklahoma core curriculum and is able to develop instructions strategies/plans based on Priority Academic Student Skills (PASS).</td>
</tr>
<tr>
<td>15</td>
<td>Understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teacher Performance,” and how to incorporate these criteria in designing instructional strategies.</td>
</tr>
</tbody>
</table>
APPENDIX C
Oklahoma Criteria for Effective Teaching Performance

I. PRACTICE
A. Teacher Management Indicators
   1. Preparation
   2. Routine
   3. Discipline
   4. Learning Environment
B. Teacher Instructional Indicators
   1. Establishes Objectives
   2. Stresses Sequence
   3. Relates Objectives
   4. Involves All Learners
   5. Explains Content
   6. Explains Directions
   7. Models
   8. Monitors
   9. Adjusts Based on Monitoring
  10. Guides Practices
  11. Provides for Independent Practice
  12. Establishes Closure

II. PRODUCTS
A. Teacher Product Indicators
   1. Lesson Plans
   2. Student Files
   3. Grading Patterns
B. Student Achievement Indicators
   1. State standards

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.
APPENDIX D
Oklahoma General Education Competencies for
Teacher Licensure and Certification

1. Critical Thinking Skills: Reading
1.1. Identify a writer’s purpose, point of views, and intended meaning
1.2. Analyze the relationship among ideas in written material, including identifying cause effect relationships, analyzing relationships between ideas in opposition. Identifying a solution to a problem presented, and drawing inductive and deductive conclusions.
1.3. Use critical reasoning skills to evaluate written material, inducing recognizing stated or implied assumptions, judging the relevance of material, evaluating the logic of an argument, and assessing credibility.

2. Critical Thinking Skills: Mathematics
2.1. Solve problems involving data interpretation and analysis, including interpreting information from various types of graphs, charts, and tables, and recognizing appropriate graphic representation of data.
2.2. Solve work problems involving one and two variables, inducing identifying the algebraic equivalent of a stated relationship and identifying the proper equation or expression to use to solve work problems.
2.3. Apply reasoning skills, including drawing conclusions using inductive and deductive reasoning.
2.4. Solve applied problems involving a combination of mathematical skills, including solving problems using a series of mathematical skills and identifying the proper equation or expression to use to solve a problem.

3. Critical Thinking Skills: Writing -- This component of the test would include these competencies:
3.1. A written assignment that requires examinees to respond to a prompt in writing. The prompt typically presents two opposing viewpoints on a topic and asks the examinee to take a position on the issue. Examinees are asked to support their position with logical arguments and appropriate examples.
3.2. Other writing test competencies involving critical thinking would include: recognizing purpose and audience, unity, focus, and development and effective organization in writing.

4. Critical Thinking Skills: Communications
4.1. Use inductive and deductive reasoning to recognize fallacies in logic.
4.2. Draw reasonable conclusions using information from written and spoken communications.
4.3. Distinguish fact from opinion.
4.4. Defend conclusions.

5. Communication Skills -- The test will require candidates to write clearly, correctly, and effectively.
5.1. The test would include a written response component, as described above, that requires examinees to communicate a whole message to an intended audience for a specified purpose.
5.2. Multiple choice questions would also require the examinee to recognize elements of effective written communications.
5.3. Demonstrate competence in writing mechanics.

6. Computation Skills -- The test would also include a number of competencies measuring computations, such as:
6.1. Solving word problems involving integers, fractions, decimals, and units of measurement.
6.2. Graphing number or number relationships.
6.4. Solving word problems involving one and two variables.
6.5. Solving problems involving geometric figures.
6.6. Solving applied problems involving a combination of mathematical skills.
7. **Science**
7.1. Demonstrate a working familiarity with the nature of science, its methods, and most important concepts.
7.2. Demonstrate a working familiarity of the human context of science, including its history and its cultural impact on society.

8. **Art**
8.1. Demonstrate a factual knowledge base related to the connections for art to historical events, societal influences, cultural figures and the making of civilization.

9. **Social Sciences**
9.1. Demonstrate a factual knowledge base related to political issues, economic processes, and social movements that have shaped history.
9.2 Demonstrate a factual knowledge base related to democratic principles of freedom, diversity, and tolerance.
APPENDIX E

Conceptual Framework

Professionals for the 21st Century: Competent, Committed, and Ethical

The conceptual framework of the teacher education unit of Southeastern Oklahoma State University establishes the shared vision that directs the preparation of candidates to work effectively as professionals in P-12 schools. The intent and function of the conceptual framework is to provide direction for the programs courses, instruction, candidate performance, service, and accountability for the teacher education unit.

The conceptual framework is consistent with the mission of the university and is based upon research about best practices in education. The fifteen Oklahoma competencies, the INTASC Standards, NBPTS principles, and the standards of various national learned societies provide the context for establishing candidate learning outcomes.

The revised conceptual framework represents a commitment to the knowledge, skills, and dispositions established in the previous versions with updates that have occurred as a result of new knowledge and conceptualizations in the profession of teacher education. The overall theme of “Teacher: Manager of Learning” in the previous conceptual framework has been replaced by the new theme Professionals for the 21st Century: Competent, Committed, and Ethical. In the knowledge component, the importance of knowledge in the specific uses of technology in the candidate’s content area was added. In addition in the skills component, the emphasis of educators having strong and current technology skills was included. The prior conceptual framework encompassed the four dispositions of integrity, professionalism, competence, and commitment to education for all students. In the revised conceptual framework, the unit will seek to develop candidates who are competent, committed and ethical.

Southeastern Oklahoma State University Vision 2010

Southeastern will be a leader and innovator in higher education. Strong academic and student life programs with a solid liberal arts and sciences foundation will characterize the university. Areas such as diversity, globalization, uniqueness, and cultural richness will be distinctive features of the institution. In addition, Southeastern established strategic goals in the areas of academic excellence, facilities, funding, multicultural competence, and recruitment and retention.
University Mission Statement

Southeastern Oklahoma State University provides an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extra curricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning.

Teacher Education Unit Vision

The teacher education unit at Southeastern Oklahoma State University strives to be an exemplary provider of high quality teacher education programs in southeastern Oklahoma and northern Texas for the development of educational practitioners.

Teacher Education Unit Mission

The mission of the Southeastern Oklahoma State University’s teacher education unit is to produce graduates who demonstrate academic and practical excellence in their respective fields. Through quality instruction grounded in current research and supported by diverse field and clinical experiences and technology usage, graduates will develop the professional competencies necessary to become lifelong learners who are competent, committed, and ethical practitioners.

Unit Philosophy, Purpose and Goals/Outcomes

Philosophy

The unit’s philosophy begins with the fundamental belief that all students can learn, however, students learn in different ways and at different rates. Therefore, educators must be knowledgeable about the content they teach and be committed to utilizing a variety of instructional strategies and approaches appropriate to the diverse learning needs of all students. The educational needs of all students should be provided in a caring, non-discriminatory and equitable manner.

Another major component of our philosophy is the belief that candidates and other school professionals must have the knowledge and skills to utilize technology in order to assist all students in achieving their full potential as learners and citizens of the world. Schools and classrooms must have teachers who are equipped with technology resources and skills and who can effectively teach the necessary subject matter content while incorporating technology concepts and skills (ISTE, 2008, p. 3)
**Purpose**

The purpose of the Teacher Education Unit is to train competent, committed and ethical teachers and other school professionals to teach, counsel, administer, and lead in P-12 schools.

**Goals**

The teacher education unit has established the following five unit goals which are aligned with university’s strategic goals:

1. The teacher education unit will have highly regarded programs in education that meet the changing demands of the 21st century with an emphasis on technology.

2. The teacher education unit will provide a nurturing environment, and education programs that attract and retain faculty, staff, and candidates from diverse backgrounds to work with diverse learners in a changing world.

3. The teacher education unit will make progress in providing up-to-date facilities and technology for education candidates in order to meet the learning goals of the unit.

4. The teacher education unit will increase its resources obtained from private funding sources, grants, and contracts and collaboration/partnerships with external constituents.

5. The teacher education unit will increase its enrollment by optimizing recruitment/retention strategies and by expanding its service area through alternative delivery formats and new delivery sites.

**Candidate Learning Outcomes/Institutional Standards**

**KNOWLEDGE**

1. Educators have broad knowledge of liberal arts/general education.

2. Educators know the content appropriate to their major subject area.

3. Educators acquire pedagogical knowledge appropriate to his/her specialty area.

4. Educators know the specific uses of technology in their discipline.
SKILLS

1. Educators demonstrate effective communication skills with peers, colleagues, and families.

2. Educators have strong and current technology skills.

3. Educators apply a variety of instructional strategies and materials to promote critical thinking in students.

4. Educators plan instruction that is appropriate for a diverse student population.

5. Educators use a variety of methods to deliver instruction.

6. Educators motivate students to learn.

7. Educators use multiple assessment tools to monitor student learning and modify instruction.

DISPOSITIONS

Based on the vision, mission, philosophy, purposes, goals/outcomes, the unit is committed to preparing school practitioners who will demonstrate the following dispositions:

1. Educators who are competent:
   a. possess the knowledge, skills, and dispositions needed to perform their role and responsibilities in the classroom.
   b. promote positive learning outcomes for all students.
   c. know how to use self-reflection to learn from their experiences and improve their effectiveness.
   d. know how to secure and use various technological resources to enhance student learning, communication, and management tasks.
   e. embrace cultural diversity and accommodate the needs of diverse learners.
   f. value the role of the family in the child’s education and know how to work cooperatively with parents and the community for the child’s benefit.
2. Educators who are **committed**:
   
a. support learning for diverse learners in a caring, non-discriminatory and equitable manner.
b. establish high standards for all students.
c. set high standards for themselves by being personally invested in their own professional work and career development.
d. are proud to serve their communities as educational leaders and advocate for the profession in all interactions.
e. engage in service to the profession and community.

3. Educators who meet high **ethical** standards of practice:
   
a. respect and value all students and others for their diverse talents, abilities, and contributions.
b. are sensitive to community and cultural norms.
c. are timely, respectful, and responsible in meeting expectations.
d. model ethical and democratic principles in all relationships.
e. use sound judgment and display confidence in practice.
f. are honest in communications and interactions with others.
g. maintain confidentiality.