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Southeastern Oklahoma State University
Undergraduate Teacher Preparation Portfolio

This handbook is designed for undergraduate teacher candidates and faculty in the
teacher education 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. Check the Teacher Education Services’ website
for the most current information.

The information about portfolio development and construction in this handbook
was adopted by the Teacher Education Council on April, 17, 2008. Teacher candidates’
grading 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 teacher candidate. The teacher
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, 2000, 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, ethical, and committed 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 and 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 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.

Competent ● Committed ● Ethical
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 undergraduate portfolio provides the opportunity for candidates to demonstrate their professional growth in the knowledge, skills, and dispositions outlined in the conceptual framework for the teacher education unit at Southeastern and the fifteen (15) competencies of the Oklahoma Commission for Teacher Preparation. The portfolio is a collection of artifacts from the specialization and professional education courses in their degree plan demonstrating the varied learning opportunities and field experiences of the candidates.

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

In addition, the teacher preparation 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

Teacher 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 teacher education candidates must present their portfolio at the completion of each module. A self-assessment is completed at the completion of Module II. At the completion of Module IV, teacher candidates will present their completed portfolio for a final assessment by a faculty member.

Transfer teacher candidates must take their portfolio to the Director of Teacher of Education to have the portfolio reviewed for professional education artifacts completed at other universities in which portfolio items were developed. In addition, the teacher education candidate should have Module III reviewed by their major program advisor. It is the teacher candidate’s responsibility to create missing portfolio items before completing student teaching.

GUIDELINES

All Southeastern teacher candidates’ portfolios will contain the required four (4) modules and utilize the same format. Teacher candidates should print the Undergraduate Portfolio from [www.se.edu/teacher-education/documents](http://www.se.edu/teacher-education/documents) during the first professional education course. All candidates must complete Module I, II, and III and submit written documentation to Teacher Education Services prior to student teaching. Module IV is completed during student teaching and submitted with the other three modules on student teacher return day.

FORMAT

The Teacher Preparation Portfolio should be presented in a three-ring binder. The follow 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
Schedule for Evaluating Portfolios

1. At the end of each module, teacher candidates will have their portfolio evaluated by a faculty member. A faculty signature on the Module Evaluation Checklist will indicate that all artifacts, assessment rubrics and reflections for the module have been completed.

2. After the completion of Module I, II, and III and prior to student teaching, the candidate’s portfolio will be evaluated by a faculty member. The candidate will provide documentation of the assessment of Module I, II, and III to Teacher Education Services. The module evaluation sheets must be submitted before the candidate is allowed to student teach.

3. After the completion of Module IV, the teacher candidates will submit their entire portfolio for assessment by a faculty member. The portfolio is submitted to Teacher Education Services on student teacher return day.

4. The final evaluation of the portfolio is completed during the last few weeks of the candidate’s student teaching. The portfolio will be assessed by a faculty member and the Director of Teacher Education. If the portfolio is complete and at the acceptable level, the candidate will be recommended for a teaching license. If additional items need to be submitted, the candidate will be notified, in writing and have the opportunity to submit additional materials.
Module I – Evaluation Checklist

Candidate Name __________________________________________________________

Program Area_____________________________________ Date __________________

<table>
<thead>
<tr>
<th>Completed</th>
<th>Artifact Number</th>
<th>Course</th>
<th>Artifact</th>
<th>OCTP Competency/ Component</th>
<th>Assessment Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>EDUC 2000</td>
<td></td>
<td>Content Packet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td>EDUC 2013</td>
<td></td>
<td>Philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td>EDUC 2013</td>
<td></td>
<td>Personal Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td>SPED 2123</td>
<td></td>
<td>IEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5</td>
<td>EDUC 3313</td>
<td></td>
<td>Lesson Plan with Power Point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#6</td>
<td>EDUC 3313</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#7</td>
<td>PSY 3123</td>
<td></td>
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</tr>
</tbody>
</table>

Each artifact must be accompanied by an assessment rubric and a competency reflection.

The teacher candidate has satisfactorily completed Module I.

Faculty Signature ______________________ Date __________________

Competent ● Committed ● Ethical
Module II – Evaluation Checklist

Candidate Name _____________________________________________________

Program Area _______________________________  Date ___________________

<table>
<thead>
<tr>
<th>Completed</th>
<th>Artifact Number</th>
<th>Course</th>
<th>Artifact</th>
<th>OCTP Competency/Component</th>
<th>Overall Assessment Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>#8</td>
<td>EDUC 3002</td>
<td>Content</td>
<td>Packet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9</td>
<td>EDUC 3434</td>
<td>Video Tape</td>
<td>with modified lesson plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#10</td>
<td>EDUC 3434</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#11</td>
<td>EDUC 4443</td>
<td>Behavior</td>
<td>Management Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#12</td>
<td>Any Course</td>
<td>Peer Evaluation of a Lesson Plan</td>
<td>Not Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#13</td>
<td></td>
<td>Community Service Log</td>
<td>Not Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#14</td>
<td></td>
<td>Portfolio Self-Assessment</td>
<td>Not Required</td>
<td>Not Required</td>
<td></td>
</tr>
</tbody>
</table>

Artifacts #8, #9, #10, and #11 must be accompanied by an assessment rubric and a competency reflection form. Artifacts #12 and #13 must be accompanied by a competency reflection form.

The teacher candidate has satisfactorily completed Module II

Faculty Signature________________________________________       Date __________________

Competent ●                     Committed ●                       Ethical
Module III – Major Program Evaluation Checklist

Module III

Required items of evidence for course work in the major teaching area must be obtained from your department. The Module III evaluation checklist given to you by your department replaces this page. Module III is assessed by the major teaching area department.

PLEASE REPLACE THIS PAGE WITH THE MODULE III PAGE FROM YOUR DEPARTMENT.

THANK YOU

Each department will decide whether the artifact must be accompanied by an assessment rubric and a competency reflection form.
Module IV and Portfolio Clearance Form

Candidate Name __________________________   ID Number _________________
Program Area ____________________________    Date ______________________
Module I, II, and III were satisfactorily completed prior to student teaching.

<table>
<thead>
<tr>
<th>Completed</th>
<th>Artifact Number</th>
<th>Course</th>
<th>Artifact</th>
<th>OCTP Competency/Components</th>
<th>Overall Assessment Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#15</td>
<td>EDUC 4919</td>
<td>Reflection of Job Interview</td>
<td>Not Required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#16</td>
<td>EDUC 4919</td>
<td>Reflection on Parent Conference</td>
<td>Not Required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#17</td>
<td>EDUC 4919</td>
<td>Teacher Work Sample</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Artifacts #15 and #16 must be accompanied by a competency reflection form.

Artifact #17 – Teacher Work Sample must be accompanied by an assessment rubric and a competency reflection form.

Faculty Portfolio Assessment

Total Rubric Points ________________________ Range 18 – 54

Faculty Signature __________________________ Date __________________________

Portfolio Clearance for Oklahoma Licensure

This is to verify that the teacher candidate has completed the portfolio requirement for Oklahoma Licensure.

Director of Teacher Education __________________________ Date __________________________

Competent ● Committed ● Ethical
**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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*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: participation in a walk-a-thon, organize a Toys for Tots campaign, interact with clients at a nursing home, run the concession stand at a high school basketball game, or coach a little league team. The teacher candidate should list all of the voluntary community service in which they participated during their career preparation.*
COMPETENCY REFLECTION FORM

Teacher Candidate’s Name ___________________________ Date __________

Each artifact must have a competency reflection form.

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 OCTP competencies.

3. What did you learn from developing this artifact?
PORTFOLIO SELF-ASSESSMENT

Candidate’s Name ________________________  Date _____________________

Please evaluate each component and competency of your portfolio.

<table>
<thead>
<tr>
<th>Portfolio Competency/Component</th>
<th>Artifact #</th>
<th>Yes</th>
<th>No</th>
<th>Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the portfolio provide evidence that I understand the central concepts and methods of inquiry of the subject matter discipline(s) I teach and can create learning experiences that make these aspects of subject matter meaningful for students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the portfolio provide evidence that I understand how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the portfolio provide evidence that I vary my approaches to learning and create instructional opportunities that are adaptable to individual differences of learners?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the portfolio provide evidence that I understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills, and effective use of technology?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the portfolio provide evidence that I use best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning; thus, providing opportunities for success?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the portfolio provide evidence that I have developed knowledge of and use a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Does the portfolio provide evidence that I plan instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, the community, and adapts instruction based upon assessment and reflection?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does the portfolio provide evidence that I understand and use a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner?</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Does the portfolio provide evidence that I evaluate the effects of my choices and actions on others (students, parents, and other professionals in the learning community), modify those actions when needed, and actively seek opportunities for continued professional growth?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the portfolio provide evidence that I foster positive interaction with school colleagues, parent/families, and organization in the community to actively engage them in support of students’ learning and well-being?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the portfolio provide evidence that I have an understanding of the importance of assisting students with career awareness and application of career concepts to the academic curriculum?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the portfolio provide evidence that I understand the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for willingness to change when the change leads to greater student learning and development?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Competent ●  Committed ●  Ethical
| Does the portfolio provide evidence that I understand the legal aspects of teaching, including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher? |
| Does the portfolio provide evidence that I understand the Oklahoma Core Curriculum and am able to develop instructional strategies/plans based on Priority Academic Student Skills (PASS)? |
| Does the portfolio provide evidence that I understand the state teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance”, and how to incorporate these criteria in designing instructional strategies? |
| Is the portfolio neat, well organized and complete? |

Teacher Candidate Signature ______________________________________    Date ________________
RUBRIC FOR FACULTY PORTFOLIO ASSESSMENT

Please evaluate the following questions on a scale of three (3) to one (1). Three (3) signifies that the teacher candidate has met the competency or component at the target level. Two (2) signifies that the teacher candidate has met the criteria at the acceptable level. A one (1) means that the teacher candidate has not met the competency at an acceptable level. Additional comments may be included on the back of the assessment form?

<table>
<thead>
<tr>
<th>Competency/Component</th>
<th>Artifact #</th>
<th>One U</th>
<th>Two A</th>
<th>Three T</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Competency 1 - Does the portfolio provide evidence that the teacher candidate understands the central concepts and methods of inquiry of the subject matter discipline(s) s/he teach and can create learning experiences that make these aspects of subject matter meaningful for students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Competency 2 - Does the portfolio provide evidence that the teacher candidate understand how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Competency 3 - Does the portfolio provide evidence that the teacher candidate varies approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Competency 4 - Does the portfolio provide evidence that the teacher candidate understands 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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Competency 5 - Does the portfolio provide evidence that teacher candidate uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning; thus, providing opportunities for success?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Competency 6 - Does the portfolio provide evidence that the teacher candidate has developed a knowledge of and use a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Competency 7 - Does the portfolio provide evidence that the teacher candidate plan instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, the community, and adapts instruction based upon assessment and reflection?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Competency 8 - Does the portfolio provide evidence that the teacher candidate understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Competency 9 - Does the portfolio evidence that the teacher candidate evaluates the effects of their 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?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Competent ● Committed ● Ethical
10. Competency 10 - Does the portfolio provide evidence that the teacher candidate fosters positive interaction with school colleagues, parent/families, and organizations in the community to actively engage them in support of students' learning and well-being?

11. Competency 11 - Does the portfolio provide evidence that the teacher candidate has an understanding of the importance of assisting students with career awareness and application of career concepts to the academic curriculum?

12. Competency 12 – Does the portfolio provide evidence that the teacher candidate understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for willingness to change when the change leads to greater student learning and development?

13. Competency 13 - Does the portfolio provide evidence that the teacher candidate 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. Competency 14 - Does the portfolio provide evidence that the teacher candidate understands the Oklahoma Core Curriculum and is able to develop instructional strategies/plans based on Priority Academic Student Skills (PASS)?

15. Competency 15 - Does the portfolio provide evidence that the teacher candidate understands the state teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies?

16. Is the portfolio neat, well organized, and complete?

17. Growth – Does the portfolio provide evidence that the teacher candidate has demonstrated growth and development in the knowledge, skills, and dispositions outlined in the conceptual framework?

18. Collaboration – Does the portfolio give evidence that the teacher candidate has collaborated with others in his/her preparation to facilitate the education of students?

Total Points: _____________

Range (18 – 54)

Faculty Signature _____________________________________________ Date _________

Competent ● Committed ● Ethical
## Appendix A

**Oklahoma State Department Of Education**  
**General Competencies For Licensure And Certification**  
**In Professional Education Courses**  
*(House Bill 1549)*

### THE TEACHER:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Courses</th>
</tr>
</thead>
</table>
| 1. 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. | EDUC 3434, 3002  
Student Teaching  
Methods |
| 2. 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. | SPED 2123  
PSY 3123 |
| 3. understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners. | EDUC 3313, 3434  
PSY 3123  
SPED 2123  
Methods |
| 4. 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. | EDUC 3313, 3434  
Methods |
| 5. 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. | EDUC 3434, 4443,  
3002  
Methods  
Student Teaching  
PSY 3123 |
| 6. develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | EDUC 2013, 3002,  
3434, 4443  
Methods  
Student Teaching |
| 7. 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. | EDUC 3434 |
| 8. 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. | EDUC 3434  
Methods |
| 9. 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. | EDUC 2013, 3434,  
4443, 3313  
Methods  
Student Teaching |
| 10. 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. | EDUC 3434, 4443  
Methods  
Student Teaching |
| 11. shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum. | EDUC 2013, 3002,  
3313, 3434  
Methods  
Student Teaching |
| 12. 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. | EDUC 2013, 3434  
PSY 3123  
Methods |
| 13. 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. | EDUC 2013, 3313,  
SPED 2123 |
| 14. understands the Oklahoma core curriculum and is able to develop instructions strategies/plans based on Priority Academic Student Skills (PASS). | EDUC 3002, 3434  
Methods  
Student Teaching |
| 15. understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teacher Performance,” and how to incorporate these criteria in designing instructional strategies. | EDUC 2013, 3313,  
3434, 4443  
Methods |

Competent  ●  Committed  ●  Ethical
The unit ensures that Teacher Candidates acquire and learn to apply the professional and pedagogical knowledge and skills to become competent to work with all students. The teacher candidates complete a well-planned sequence of courses and/or experiences in professional studies in which they acquire and learn to apply knowledge about:

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>TOPIC AREA</th>
<th>CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the social, historical, and philosophical foundations of education,</td>
<td>Foundation</td>
<td>EDUC 2013</td>
</tr>
<tr>
<td>including and understanding of the moral, social, and political dimensions</td>
<td>Tech. Strategies</td>
<td>EDUC 3313</td>
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<td>of classrooms, teaching and schools</td>
<td>Ind. w/Exceptionalities</td>
<td>EDUC 3434</td>
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<tr>
<td>2. the impact of technological and societal changes on schools</td>
<td>Human Growth and Development: Life span</td>
<td>PSY 3123</td>
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<td></td>
<td>Ind. w/Exceptionalities</td>
<td>SPED 2123</td>
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<tr>
<td>3. theories of learning, human development, developmental levels, special</td>
<td>Teaching Strategies</td>
<td>EDUC 3434</td>
</tr>
<tr>
<td>needs of all school age children and learning over the life span</td>
<td>Methods</td>
<td>Methods</td>
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<tr>
<td></td>
<td>Classroom/Beh. Mngt.</td>
<td>EDUC 4443</td>
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<tr>
<td>4. inquiry, research, and the connection between research and practice</td>
<td>Foundations</td>
<td>EDUC 2013</td>
</tr>
<tr>
<td></td>
<td>Classroom/Beh. Mngt.</td>
<td>EDUC 4443</td>
</tr>
<tr>
<td>5. school law and educational policy.</td>
<td>Foundations</td>
<td>EDUC 2013</td>
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<td></td>
<td>Classroom/Beh. Mngt.</td>
<td>EDUC 4443</td>
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<tr>
<td>6. professional ethics and the responsibilities, structure and activities</td>
<td>Foundations</td>
<td>EDUC 2013</td>
</tr>
<tr>
<td>of the profession.</td>
<td>Technology</td>
<td>EDUC 3313</td>
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<tr>
<td></td>
<td>Ind. w/Exceptionalities</td>
<td>SPED 2123</td>
</tr>
<tr>
<td>7. organizational patterns and administration of schools</td>
<td>Foundations</td>
<td>EDUC 2013</td>
</tr>
<tr>
<td>8. career education</td>
<td>Field Based Services</td>
<td>EDUC 2000, 3002, 4000</td>
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<td>Methods</td>
<td>Methods</td>
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<td></td>
<td>Student Teaching</td>
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<td>Teaching Strategies</td>
<td>EDUC 3434</td>
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<td></td>
<td>Technology</td>
<td>EDUC 3313</td>
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<tr>
<td>9. pedagogical competencies or teaching skills as they are integrated</td>
<td>Field Based Services</td>
<td>EDUC 2000, 3002, 4000</td>
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<td>with experiences within the actual school setting</td>
<td>Methods</td>
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<td></td>
<td>Student Teaching</td>
<td>Student Teaching</td>
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<td></td>
<td>Classroom and Behavior Management</td>
<td>EDUC 4443</td>
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<tr>
<td>10. Parental and community involvement</td>
<td>Field Based Services</td>
<td>EDUC 2000, 3002, 4000</td>
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<td>Methods</td>
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<td>Student Teaching</td>
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<td>Foundations</td>
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<td></td>
<td>Teaching Strategies</td>
<td>EDUC 3313</td>
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<td></td>
<td>Classroom/Beh. Mngt.</td>
<td>EDUC 4443</td>
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<td>11. teaming, collaboration and the inter-relationship among components of</td>
<td>Field Based Services</td>
<td>EDUC 2000, 3002, 4000</td>
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<td>programs at school sites</td>
<td>Methods</td>
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<td>Student Teaching</td>
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<td></td>
<td>Classroom and Behavior Management</td>
<td>EDUC 4443</td>
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<tr>
<td>12. school leadership and its relationship to teaching and learning</td>
<td>Foundations</td>
<td>EDUC 2013</td>
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<tr>
<td>13. planning and management of instruction based on knowledge of the</td>
<td>Field Based Services</td>
<td>EDUC 2000, 3002, 4000</td>
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<td>content area, the community, and curriculum goals</td>
<td>Methods</td>
<td>Methods</td>
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<td>Student Teaching</td>
<td>Student Teaching</td>
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<td></td>
<td>Teaching Strategies</td>
<td>EDUC 3434</td>
</tr>
</tbody>
</table>
## APPENDIX C

Council for Exceptional Children

General Competencies for Licensure and Certification

as Related to Topic Areas

(Standard I.D., CEC Competencies)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>EDUC 2013 Found of Educ.</th>
<th>SPED 2123 Ind. with Excep.</th>
<th>EDUC 3313 Tech.</th>
<th>PSY 3123 Child &amp; Adolescent Dev.</th>
<th>EDUC 3434 Strat.</th>
<th>EDUC 4443 Class. Mgmt</th>
<th>EDUC 2000 3002 4000 Field Exp.</th>
<th>Methods</th>
<th>EDUC 4919 Student Teach</th>
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<tbody>
<tr>
<td>CEC 1 – Foundations</td>
<td></td>
<td>X</td>
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<td>CEC 2 – Development and Characteristics of Learners</td>
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<td>CEC 3 – Individual Learning Differences</td>
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<td>CEC 4 – Instructional Strategies</td>
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<td>CEC 5 – Learning Environments and Social Interactions</td>
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<td>CEC 6 – Language</td>
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<td>CEC 7 – Instructional Planning</td>
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<td>CEC 8 – Assessment</td>
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<td>CEC 9 – Professional and Ethical Practice</td>
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<td>CEC 10 – Collaboration</td>
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</table>

Competent • • • Committed • • • Ethical
APPENDIX D

Oklahoma Criteria for Effective Teaching Performance
APPENDIX D (Continued)

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 E

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, including 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, including 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 F

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.
Teacher Education Logo

The hexagon-shaped plane of the logo consists of three components---general education, major subject education, and professional education. The three points of the triangle, defined by NCATE standards, State of Oklahoma, and the learned societies, rest on the remaining three sides of the hexagon. This plane serves as the foundation for the development of the theme Professionals for the 21st Century: Competent, Committed, and Ethical. Each component is essential and contributes to the creation of the final product: an educator who is prepared to effectively utilize technology in planning and delivering instruction for diverse students while motivating and assessing all students.

The circle symbolizes the ongoing interdependence of accepted theory, cumulative and current research, and wisdom of practice. These guiding influences serve in the selection of content to be

Competent  ●  Committed  ●  Ethical
included in the conceptual framework for general education, major education, and professional education.

The structure inside the circle represents Morrison Hall, a campus landmark which has been closely associated with teacher education. The steps represent the knowledge, skills, dispositions, and technology information and skills candidates need to develop as they progress through the teacher education program. The unit expects teacher candidates to demonstrate evidence of these attributes when they complete the program. The steps, therefore, denote both the beginning of the learning process and the maturation of the final product as the teacher candidates prepare to become professionals in the field. The columns represent the teaching behaviors that are acquired in the program. The teacher education program at Southeastern is dedicated to producing competent, committed, and ethical educators who can successfully work with diverse students.