

**SOUTHERN NAZARENE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**EDUCATOR PREPARATION PROGRAM**



**Undergraduate Growth Portfolio Handbook**  
**2022 - 2023**

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## **Mission Statement for Educator Preparation**

The Educator Preparation program at Southern Nazarene University provides experiences encompassing the Christian principles of integrating faith, learning, and life; and that equips candidates for educator roles in multiple learning settings in which schools, families, and communities build partnerships that work together to impact P-12 student learning, wherein affirming the belief that all students can learn.

## **Growth Portfolio Philosophy**

The School of Education Educator Preparation Program of Southern Nazarene University believes that the Growth Portfolio, required by the Oklahoma Office of Educational Quality and Accountability, and aligned with the Council for the Accreditation of Educator Preparation (CAEP) Standards (*Appendix A*), the Interstate Teacher and Assessment Consortium (InTASC) Standards (*Appendix B*), the SNU Teacher Candidate Characteristics of Effective Teaching (*SNU Standards, Appendix C*) and the Oklahoma State Department of Education General Competencies for Licensure and Certification (*Oklahoma State Standards, Appendix D - NOTE: OK Standards changed to InTASC Standards - Sept. 1, 2016*) provides ways to assess the growth of individual teacher candidates in the process of becoming effective educators that positively impact P-12 student learning. It is a collaborative effort between faculty, the teacher candidate, and the teacher candidate's peers. The assessment provided is multidimensional in that processes, perceptions, and products are evaluated. The portfolio represents the growth of each teacher candidate as he/she progresses through the various assignments that are specifically designed to produce an effective educator that positively impacts P-12 student learning. Teacher candidates are encouraged to reflect on their experiences for the purpose of self-reflection, evaluation, and self-improvement. Realistic goals are set to help the teacher candidate reach his/her highest potential within the framework of the education program at Southern Nazarene University. The primary emphasis of the Growth Portfolio is to display the growth of the individual teacher candidate.

## **Growth Portfolio Policy**

As mandated by the Oklahoma Office of Educational Quality and Accountability, the Oklahoma State Department of Education, the Council for the Accreditation of Educator Preparation, and the School of Education of Southern Nazarene University, all candidates admitted to the Educator Preparation Program are required to establish a growth portfolio which is begun early in the pre-service level and documents that the teacher candidates (1) have encountered experiences that enabled them to become an effective educator that positively impacts P-12 student learning, (2) have the ability to relate principles and theories to practice, (3) have experienced a variety of school diverse communities, school settings and teaching styles, (4) have been involved with

parents and the school community that are ethnically and culturally diverse, and (5) have completed effective teaching in diverse school settings as documented by peer, faculty, and cooperating teacher feedback. Each teacher candidate will prepare a portfolio, known as the Growth Portfolio, as a requirement of the Professional Education sequence. Most artifacts are required; however, teacher candidates are encouraged to add artifacts that demonstrate their competency in a certain area. From these growth portfolios, a teacher candidate has the ability to gather artifacts that he/she wishes to display in his/her portfolio that can be used during interviews with school districts where the teacher candidate is attempting to be employed for a teaching position.

### **Growth Portfolio Purpose**

The purpose of the growth portfolio is to show growth in understanding of content knowledge, pedagogical skills, dispositions, and to show evidence of various teaching experiences of the teacher candidate. Therefore, some artifacts are taken from activities that the teacher candidate experienced early in his/her undergraduate degree, while other artifacts are taken from student teaching/clinical practice experiences. Individual artifacts should reflect the teacher candidate's best work at the time the artifact was submitted to the growth portfolio, and the portfolio should reflect the growth of the teacher candidate as he/she develops into an effective educator that positively impacts P-12 student learning.

### **Growth Portfolio Structure**

- The organizing principles for the Growth Portfolios are the CAEP Standards, InTASC Standards, the SNU Teacher Candidate Characteristics of Effective Teaching, and the Oklahoma State Competencies (OK Standards changed to InTASC Standards - September 2016), required by the Oklahoma Office of Educational Quality and Accountability. The rubric indicates which artifacts reflect the competency. Some artifacts fulfill the requirements of more than one competency, as noted on the rubric.
- Portfolio scoring rubrics were redeveloped in and implemented in Spring 2016 to reflect accurately CAEP Standards, InTASC Standards, the SNU Teacher Candidate Characteristics of Effective Teaching, and the Oklahoma State Competencies (OK Standards changed to InTASC Standards - Sept. 1, 2016). (The matrix in the following section reflects the alignment of standards, competencies, and characteristics.)
- The artifacts are collected throughout the college career, beginning in their first semester at SNU in ED 2111 (Introduction to Education/Teaching Lab) and ending in ED 4700 (Student Teacher Seminar III), which takes place after the student teaching

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(clinical experience) is completed. Some artifacts represent class assignments collected during the semester in which they were produced.

- The artifacts reflect the candidate's level of expertise at the time the artifacts were completed. Therefore, all artifacts are dated in order for the reviewer and the candidate to see personal growth.
- All artifacts must be neatly prepared and include a reflective response form. The reflective response forms must follow the format that is presented in the Growth Portfolio Introductory Session during ED 2162 – Foundations of Education
- All reflection response forms and artifacts must be typed and include thoughtful self-evaluation, Comments on assessment rubrics do not need to be typed.

**Alignment of Standards, Characteristics, Competencies**  
(see Appendix A-D)

| CAEP Standards                                                                                                                                                                                                                | InTASC/Oklahoma Standards<br>(Oklahoma Standards changed to InTASC Standards - September 2016)                                                                                                                                                                                                                                          | SNU Characteristics                                                                                                                                                                                  | OK Competencies<br>(prior to Sept. 2016)                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Candidates demonstrate an understanding of the 10 InTASC Standards at the appropriate profession levels in the following categories: learner and learning, content, instructional practices, professional responsibility. | 1. LEARNER DEVELOPMENT: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | 1. The teacher understands the diverse cognitive, social, physical, linguistic, and emotional development of diverse learners and can provide appropriate instructional strategies for all learners. | 2. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary. |
|                                                                                                                                                                                                                               | 2. LEARNING DIFFERENCES: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.                                                                                                                       | 3. The teacher understands learners' individual differences and diverse cultures of the community in which s/he teaches to ensure an inclusive learning environment.                                 | 3. The teacher understands that students vary in their approaches to learning, and creates instructional opportunities that are adaptable to individual differences of learners.                                                                            |
|                                                                                                                                                                                                                               | 3.: LEARNER ENVIRONMENT:                                                                                                                                                                                                                                                                                                                | 8. The teacher creates positive learning environment to support                                                                                                                                      | 5. The teacher uses best practice related to motivation and behavior                                                                                                                                                                                        |

|  |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                         |                                                                                                                                                                                                                                             |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.                                                                                       | active engagement among diverse learners in order for them to appreciate individual differences.                                                                                                        | to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.                                                                   |
|  | 4. CONTENT KNOWLEDGE:<br>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | 6. The teacher possesses content knowledge and can create learning experiences to ensure that all learners attain mastery of concepts.                                                                  | 1. The teacher understands the central concepts and methods of inquiry of the subject matter disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.           |
|  | 5. APPLICATION OF CONTENT:<br>The teacher understands how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.                                                   | 4. The teacher possesses the ability to integrate subject areas and to use differing perspective to engage learners in critical, creative thinking in order to solve authentic local and global issues. | 4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills and effective use of technology. |

|  |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                        |
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|  | <p><b>6.ASSESSMENT:</b><br/>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.</p>                                                                           | <p>9. The teacher understands and uses multiple methods of assessment to drive instruction.</p>                                                                                                                                                      | <p>8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.</p>                                                                                                                                                              |
|  | <p><b>7. PLANNING for INSTRUCTION:</b><br/>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> | <p>5. When planning for instruction, the teacher draws upon content knowledge, state curriculum, and cross-disciplinary skills and pedagogy, as well as knowledge of learners and their community in order to support learning for all students.</p> | <p>7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.</p> <p>14. The teacher understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.</p> |
|  | <p><b>8. INSTRUCTIONAL STRATEGIES:</b><br/>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas, and their</p>                                                                                                    | <p>2. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and to build skills to apply knowledge.</p>                                                        | <p>14. The teacher understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.</p>                                                                                                                                                                                                                                                       |

|    |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                      |
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|    | connections, and to build skills to apply knowledge in meaningful ways.                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                      |
|    | <p>9. PROFESSIONAL LEARNING and ETHICAL PRACTICE:<br/>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> | <p>10. The teacher engages in ongoing professional development and self-evaluation, and then adapts his/her practices to meet the needs of all learners.</p>                               | <p>9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> |
|    | <p>10. LEADERSHIP and COLLABORATION:<br/>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>                                         | <p>11. The teacher seeks appropriate leadership roles and opportunities to collaborate with colleagues and families to ensure professional growth and advance the teaching profession.</p> | <p>10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p>                                                            |
| NA |                                                                                                                                                                                                                                                                                                                                                                   | <p>13. The teacher possesses and utilizes effective written and</p>                                                                                                                        | <p>6. The teacher develops <sup>1</sup>knowledge of and uses</p>                                                                                                                                                                                                     |

|                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                           |                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                   |  | verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom; and to foster positive interaction with school colleagues, families, and community. | communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.                                                                |
| 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college and career-ready standards (e.g. Next Generation Science Standards, National Career Readiness Certificate, Common Core Standards. |  |                                                                                                                                                                                                           | 11. The teacher shall have the understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum. |
| 1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improved learning; and enrich professional practice.                                                   |  | 7. The teacher integrates technology into the learning environment for instruction, communication, and assessment.                                                                                        |                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                           | 12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and                                                        |

|  |  |                                                                                                                                                                                                 |                                                                                                                                                                                                        |
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|  |  |                                                                                                                                                                                                 | the need for a willingness to change when the change leads to greater student learning and development.                                                                                                |
|  |  |                                                                                                                                                                                                 | 13. The teacher understands the legal aspects of teaching, the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.                               |
|  |  |                                                                                                                                                                                                 | 15. The teacher understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies. |
|  |  | 12. The teacher maintains professionalism through (1) demeanor-collegiality, (2) scholarship, (3) connection to professional organizations, and (4) collaboration with colleagues and families. |                                                                                                                                                                                                        |
|  |  | 14. The teacher understands that his or her choices and actions on others (students/ families, and                                                                                              |                                                                                                                                                                                                        |

|  |  |                                                                                                                                      |  |
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|  |  | professional learning community), and possesses the ability to change and make professional decisions based on Christian principles. |  |
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### **INTASC Electronic Portfolio Development**

Beginning with the Spring 2016 semester, all Growth Portfolio processes have been transitioned to a newly developed electronic process. Beginning with Spring 2016, all candidates who begin the portfolio process (in ED 2162) now utilize the electronic platform designed by the SNU Educator Preparation Program. Candidates in the Growth Portfolio process PRIOR to Spring 2016 continue to follow the “hard copy” Growth Portfolio process until the completion of their programs.

### **[Growth Portfolio Assessment Schedule/Transition Points](#)**

#### **Growth Portfolio Scoring**

“Target” demonstrates exemplary qualities, which indicates a candidate's thoughtful, critical self-examination. On the reflection form the candidate clearly states two ways that the artifact is related to the competency and three ways the experience helped him/her grow into an effective educator that positively impacts P-12 student learning. The candidate has no mechanical errors on the typed reflection form.

“Acceptable” demonstrates adequate work, which indicates a candidate's thoughtful self-examination. On the reflection form the candidate clearly states one way that the artifact is related to the competency and two ways the experience helped him/her grow into an effective educator that positively impacts P-12 student learning. The candidate has no mechanical errors on the typed reflection form.

“Unacceptable” demonstrates inadequate work, which indicates that on the reflection form the candidate does not clearly relate the artifact to the competency, and he/she gives only one way that the experience helped him/her grow into an effective educator that positively impacts P-12 student learning. The candidate has at least one mechanical error on the typed reflection form.

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The score of 3 demonstrates “**Target.**”

The score of 2 demonstrates “**Acceptable.**”

The score of 1 demonstrates “**Unacceptable.**”

The following are the scores for each level:

**Level I            Total Score of all “Targets” = 21   Passing Score = 14**

**Level II            Total Score of all “Targets” = 21   Passing Score = 14**

**Level III           Total Score of all “Targets” = 48   Passing Score = 32**

**Level IV           Total Score of all “Targets” = 39   Passing Score = 26**

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

### **Growth Portfolio Evaluation Schedule**

**Level I – End of Semester - Foundations of Education (ED 2162) – Transition Point #1**

**Level II – End of Semester of Professional Decision Making (ED 4273) – Transition Point #2**

**Level III - End of Student Teaching Seminar II (ED 4700) – Transition Point #3**

**Level IV – End of Student Teaching Seminar III (ED 4700) – Transition Point #3**

### **Rubrics**

[Portfolio Level 1 Requirements](#)

[INTASC Electronic Portfolio Rubric Level 1](#)

[Portfolio Level 2 Requirements](#)

[INTASC Electronic Portfolio Rubric Level 2](#)

[Portfolio Level 3 Requirements](#)

[INTASC Electronic Portfolio Rubric Level 3](#)

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[Portfolio Level 4 Requirements](#)

[INTASC Electronic Portfolio Rubric Level 4](#)

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Southern Nazarene University  
Educator Preparation Program  
Undergraduate Growth Portfolio  
**Artifact Reflection Form**

Teacher Candidate

Name: \_\_\_\_\_

Course Name & No.: \_\_\_\_\_ Semester: \_\_\_\_\_

Explanation of Artifacts:

Explanation of how artifacts relate to the competency:

Explanation of how experience helped you become an effective educator that positively impacts P-12 student learning:

Explanation of what you would change if you were to complete the artifacts activity again:

## **Appendix A – CAEP Standards**

Click the link for the most current [CAEP Standards](#)

## **Appendix B – InTASC Standards**

### **The InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards - *Council of Chief State School Officers***

#### **The Learner and Learning**

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

#### **Content Knowledge**

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### **Instructional Practice**

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners

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and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Professional Responsibility**

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## **Appendix C – SNU Standards**

### **SNU Teacher Candidate Characteristics of Effective Teaching**

*(SNU Standards, Based on InTASC Standards, noted in parentheses)*

1. The teacher understands the diverse cognitive, social, physical, linguistic, and emotional development of diverse learners and can provide appropriate instructional strategies. (1)
2. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and to build skills to apply knowledge. (8)
3. The teacher understands diverse cultures of the community in which s/he teaches. (2)
4. The teacher possesses the ability to integrate subject areas and to use differing perspectives to engage learners in critical, creative thinking in order to solve authentic local and global issues. (5)
5. When planning for instruction, the teacher draws upon content knowledge, state curriculum, and cross-disciplinary skills and pedagogy, as well as knowledge of learners and their community in order to support learning for all students. (7)
6. The teacher possesses content knowledge and can create learning experiences to ensure that all learners attain mastery of concepts. (4)
7. The teacher integrates technology into the learning environment for instruction, communication, and assessment. (6)
8. The teacher creates positive learning environment to support active engagement among diverse learners in order for them to appreciate individual differences. (3)
9. The teacher understands and uses multiple methods of assessment. (6)
10. The teacher engages in ongoing professional development and self-evaluation, and then adapts his/her practices to meet the needs of all learners. (9)
11. The teacher seeks appropriate leadership roles and opportunities to collaborate with colleagues and families to ensure professional growth and to advance the teaching profession. (10)
12. The teacher maintains professionalism through (1) demeanor-collegiality, (2) scholarship, (3) connection to professional organizations, and (4) collaboration with colleagues and families. (9)
13. The teacher possesses and utilizes effective written and verbal communication skills. (SNU Standard)
14. The teacher possesses the ability to make professional decisions based on Christian principles. (SNU Standard)

## **Appendix D – Oklahoma State Standards**

**\* NOTE: Beginning Sept. 1, 2016, Oklahoma Standards are same as InTASC Standards - see pages 32-33**

### **GENERAL COMPETENCIES FOR LICENSURE AND CERTIFICATION**

*Adopted May 23, 1996 by the Oklahoma State Board of Education as required by Legislative House Bill 1549 for creation of a competency-based teacher preparation program to be implemented July 1, 1997*

The general competencies for licensure and certification are:

- (1) The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- (2) The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.
- (3) The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
- (4) The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.
- (5) The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.
- (6) The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- (7) The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.
- (8) The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.
- (9) The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
- (10) The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

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

(12) The teacher understands the process of continuous 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.

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

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

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

#### Primary Sources of Competencies

- Competency 1-10 are based on “Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue,” prepared by the Council of Chief State School Officers’ Interstate New Teacher Assessment and Support Consortium.
- Competencies 11-13 were developed as a result of input from Oklahoma educators.
- Competencies 14 and 15 are based on Oklahoma law.