

The OSU L.E.A.D.S. Conceptual Framework *with corresponding OK Competencies*

Mission - The Professional Education Unit prepares and develops professional educators who facilitate life long learning and enrich quality of life for people in public school and other educational settings.

Leadership - The Professional Education Unit (PEU) prepares candidates who are committed to the belief that professional educators providing quality education are the foundation of a prosperous and democratic society. The candidates advance their professions as innovative leaders and advocates who support all learners and families, in the context of diverse systems and communities. **(Several OK Comps. may fit here.)**

Ethics and Professionalism - The Professional Education Unit prepares candidates who demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities and practice social justice. The candidates demonstrate an understanding of legal aspects **(OK Comp. M)** in their professional roles. As life-long learners **(OK Comp. L)**, they engage in continuous professional development **(OK Comp. I)**, collaborate with colleagues in the learning community and other professional arenas and reflect upon their practice.

Academics and Professional Roles - The Professional Education Unit, through curriculum, instruction, field experiences, clinical practice and the use of technology, prepares knowledgeable candidates who reflect upon the connections between academics and their professional roles.

***Content Knowledge** - The Professional Education Unit prepares candidates who value the importance of knowledge and learning by providing them with a rich learning environment, technology, and supervised experiences in academic areas. The candidates possess subject matter competence **(OK Comp. A)** and enthusiasm for the subject matter; they are life-long learners of the central concept and methods of inquiry in their subject matter areas.*

***Integration** - The Professional Education Unit prepares candidates who demonstrate integration of theory into practice incorporating appropriate pedagogy, methodology, content knowledge, curriculum, inquiry and research-based practices in diverse settings. **(OK Comp. O)**. The candidates understand the process of curriculum integration and use a variety of instructional strategies **(OK Comp. D)** to encourage students' development and learning. They assist students with career awareness **(OK Comp. K)** and apply career concepts to the academic curriculum.*

***Human Growth and Development-including special populations** -The Professional Education Unit prepares candidates who understand how students/clients learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all levels including early childhood, elementary, middle level, secondary, and adult **(OK Comp. B)**. The candidates understand that students vary in their approaches to learning and create opportunities that are adaptable to individual differences in learners **(OK Comp. C)**.*

***Learning Environment** - The Professional Education Unit prepares candidates who understand the dynamics of individual and group behavior **(OK Comp. E)** and use communication techniques **(OK Comp. F)** to develop, facilitate and manage positive approaches to learning. Candidates select styles that work best for their learning environments and are able to adapt to different circumstances. They choose procedures that are appropriate for all students/clients including those with diverse backgrounds, with exceptionalities, and English language learners.*

Technology - The Professional Education Unit prepares candidates who understand technology as a complex integrated process for analyzing problems and devising, implementing, evaluating and managing solutions to those problems in situations in which learning is purposive and controlled. The candidates are able to use technology (**OK Comp. D**) to help all students/clients learn by providing a conceptual understanding of how knowledge, skills and dispositions related to education and information technology and instructional technology are integrated throughout the curriculum, instruction, field experiences, clinical practices, assessments and evaluations.

Teaching/Professional Practice and Assessment -The Professional Education Unit prepares candidates who use best practices to create learning environments and instructional opportunities based upon Oklahoma (**OK Comp. N**) and national standards that lead to student learning and development. Candidates understand and use a variety of assessment strategies to evaluate and modify the teaching/learning process to ensure the continuous intellectual, social, and physical development of learners (**OK Comp. H**). They demonstrate reflective practice (**OK Comp. G**).

Diversity - The Professional Education Unit prepares candidates who believe everyone deserves the opportunity to learn and can learn; they possess knowledge, skills, and dispositions to serve as effective professionals who understand and meet the needs of a diverse society. Candidates provide evidence of understanding of differences including age, gender, ethnicity, culture, socio-economic status, and intellectual, physical, and language abilities. (**OK Comp. C**)

Service Orientation/Community Outreach - The Professional Education Unit prepares candidates who value and engage in service and meaningful involvement of the learners/clients, their families and communities (**OK Comp. J**). Candidates engage in result-oriented service to address economic, educational, public safety, environmental, and other human needs.

Compiled by J. Haley

**OKLAHOMA GENERAL COMPETENCIES FOR TEACHER
LICENSURE AND CERTIFICATION**

**with
Suggested Artifacts for Music Education Majors**

Although particular competencies are specified for teaching at different levels (preschool, elementary, middle or high schools) or for different subject matters, the following general competencies are expected to be demonstrated by all candidates in OSU's professional education programs. The program portfolio will demonstrate the development of these competencies. Refer to the OSU Portfolio Handbook at: www.okstate.edu/peu/portfolio.htm

A. 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 the subject matter meaningful for students.

Artifacts: A written lesson plan you have taught in class accompanied by feedback from your instructor; or a video of your teaching accompanied by a written lesson or rehearsal plan

B. 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.

Artifact: Lesson plans you created for each level - elementary, middle, and secondary; or an article review on human developmental stages accompanied by a lesson plan incorporating what you learned

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

Artifact: A lesson plan that illustrates awareness of learning styles (aural, visual, kinesthetic, for example); or a lesson plan from your SPED class which is adapted for a certain disability (physical or mental impairment)

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

Artifact: A music lesson plan which includes connections to other areas of the curriculum; a lesson plan which involves critical thinking; or a lesson plan that incorporates music technology

E. 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.

Artifacts: An essay describing your philosophy/beliefs about classroom management accompanied by a plan, either your own, or a summary/critique of an existing plan or approach

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

Artifacts: An article review on effective communication techniques and how you plan to utilize them in your teaching; or a lesson plan which involves collaboration and interaction in the classroom

G. The teacher **plans 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**.

Artifacts: A lesson plan (before and after) accompanied by an explanation of how you revised the first plan based on what you learned after you taught it; or excerpts from your student teaching journal that illustrate the same concept (reflection and adaptation)

H. 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.

Artifact: Your assessment philosophy and grading plan, or a review of an existing plan (cooperating teacher?); or an article review on assessment strategies for the music class along with information on how you will use them in your teaching

I. 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**.

Artifact: Student teaching journal entries which illustrate your ability to evaluate the effects of your choices on others and modify them when needed, accompanied by a comprehensive list of music education workshops you have attended for professional development

J. 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.

Artifacts: A description of a project involving family or community you could use in your music program; a Parent Newsletter you created; or an article review on effective ways to engage others in support of your program

K. 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.

Artifact: A lesson plan or bulletin board you designed which informs your students of career opportunities in music (see the MENC website)

L. The teacher understands the purpose of **continuous life-long learning**, the concept of **making learning enjoyable**, and the need for willingness to change when the change leads to greater student learning and development.

Artifact: An essay presenting your commitment to life-long learning with documentation of your memberships in music education organizations, along with summary/critiques of some of the workshops you have attended while a student at OSU

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

Artifact: An article review on legal issues related to teaching (i.e. FERPA, or Copyright Law); or a review of a school district handbook

N. The teacher understands, and is able to develop instructional strategies/plans based on the **Oklahoma Core Curriculum** (PASS Objectives).

Artifact: Lesson plans with PASS Objectives listed (see Oklahoma State Department of Education website)

O. The teacher understands the state teacher evaluation process, "**Oklahoma Criteria for Effective Teaching Performance**," and how to incorporate these criteria in designing instructional strategies.

Artifact: A review of the "Oklahoma Criteria for Effective Teaching Performance" (see Clinical Practice Internship Handbook)

Compiled by the OSU Music Education Faculty
Fall 2008

Your Artifact Checklist

	<u>Title</u>	<u>OSU Core Value</u>	<u>Cap. Page</u>
Comp. A	_____	_____	_____
Comp. B	_____	_____	_____
Comp. C	_____	_____	_____
Comp. D	_____	_____	_____
Comp. E	_____	_____	_____
Comp. F	_____	_____	_____
Comp. G	_____	_____	_____
Comp. H	_____	_____	_____
Comp. I	_____	_____	_____
Comp. J	_____	_____	_____
Comp. K	_____	_____	_____
Comp. L	_____	_____	_____
Comp. M	_____	_____	_____
Comp. N	_____	_____	_____
Comp. O	_____	_____	_____