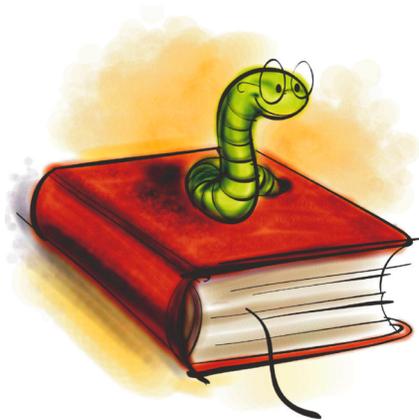




*College of Education*  
Forest Grove

MAT / SPED Licensure / Endorsement Programs

# Special Education Program Handbook 2013-2014



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## **WELCOME**

*Pacific University's College of Education welcomes candidates to a challenging year of professional growth and development. This handbook defines the roles and responsibilities of interns, practicum students, student teachers, mentor teachers, intern mentors, curriculum contacts, and administrators from cooperating school districts, and University faculty participating in Pacific University's Special Education (SPED), MAT and special education endorsement licensure programs. We ask you to use it as a preliminary guide for the program and field-based experiences.*

*Christine A. Macfarlane, Ph.D.  
Professor and Director, Special Education*

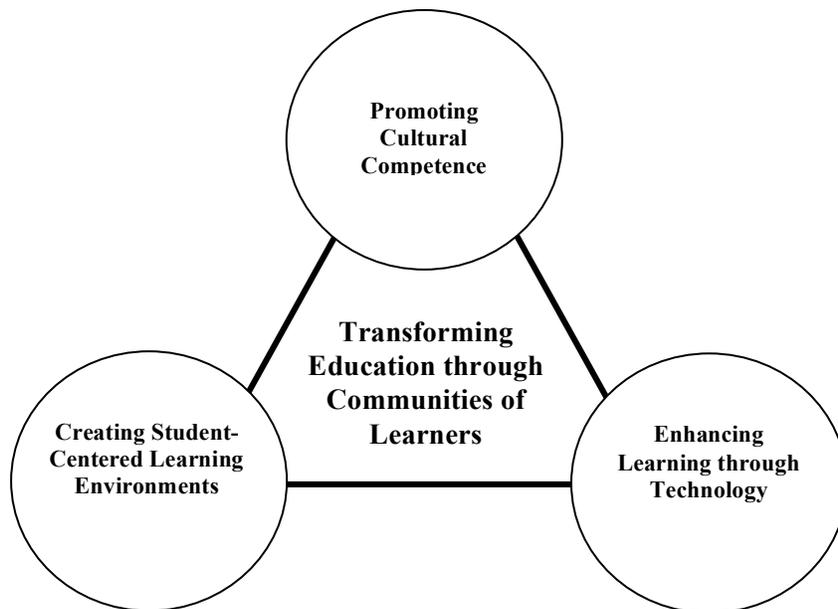


## **Mission of the College of Education**

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The Pacific University College of Education embraces the mission and values of Pacific University along with its commitment to the liberal arts and sciences as we seek to prepare aspiring and practicing educators to promote and nurture learners' intellectual, ethical, social, and emotional growth within a learning community that is committed to equity and diversity. In our shared vision, the College of Education exemplifies the values of the University, emphasizing academic rigor, integrity, individual growth, deep understanding, close community and ethical responsibility.

Since there are several programs in the COE there are various program goals and objectives. Uniting all our programs is the intersection of the COE vision statement (Transforming education through communities of learners) and three focus themes that capture our COE conceptual framework: (1) Promoting cultural competence; (2) Creating student-centered classrooms; and (3) Enhancing learning through technology. As shown below, these themes summarize our conceptual framework, thus letting all our constituents know what we value.



### **PHILOSOPHICAL FOCUS OF THE CONCEPTUAL FRAMEWORK**



## Statement of Professional Commitment

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The College of Education Statement of Professional Commitment has been adapted from the standards for competent and ethical behavior established for members of the teaching profession by the Teacher Standards and Practices Commission. When you graduate and embark on your career in education, you will recite this pledge as your commitment to the high standards that will be expected of you by your colleagues, and by the communities and schools in which you will serve.

*As a member of the education profession, I commit to recognize the worth and dignity of all persons, encourage scholarship, and promote democratic citizenship. In addition, I will keep the confidentiality entrusted in the profession, strive for continued improvement and professional growth, extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities, and maintain the dignity of the field of education by respecting and obeying all the laws pertaining to the profession, and by exemplifying personal integrity and honesty.*

## Philosophy and Values of the Special Educator Program

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The Special Educator program promotes a philosophy that supports the federal legislation mandating a free and appropriate education for all children regardless of ability, but also honors the spirit of the law. That is, each child deserves the finest education possible offered in the least restrictive environment.

The Special Education Program promotes the following values:

- *Each individual is viewed as a “person first” with whatever disability is present as a secondary characteristic.*
- *Individuals with disabilities should be educated in environments with same-age, non-disabled peers to the greatest extent possible.*
- *Individuals with disabilities should be integrated into the life of the community to the greatest extent possible.*
- *Educational decisions about individuals with disabilities should be made in a responsible and thoughtful manner by members of a collaborative, transdisciplinary team.*
- *Educational decisions about children with disabilities should include family input.*
- *Education of children with disabilities should take place in both school and nonschool settings.*
- *All children can learn and will benefit from an education.*
- *Individuals with disabilities should be taught by qualified, caring teachers.*
- *Individuals with disabilities must have access to the general education curriculum.*
- *Individuals with disabilities should be assessed in meaningful ways and included in statewide and district assessments.*
- *Individuals with disabilities must have access to accommodations and modifications.*
- *Individuals with disabilities must have access to a life skills curriculum.*
- *Individuals with disabilities can and should be fully contributing members of society.*

A special educator plays a pivotal role in the education of students with disabilities and is a leader in the educational setting. The teacher’s role transcends that of working with children with disabilities to working collaboratively with general educators and educational administrators, instructional assistants, related service personnel (e.g., occupational therapist, physical therapist, speech-language pathologist), family members, social service personnel, health care providers, community leaders, and nondisabled peers. This collaborative approach

to integrated services moves beyond an isolated model to serving the individual with a disability in the context of their school and community environments rather than fragmented by discipline or place. In addition to providing an education to students with disabilities, the special educator also informs and “teaches” others about special education, specific disabilities, and the needs, wants, and desires of students with special needs. Communication skills and interpersonal skills are an absolute necessity.

The special educator must be prepared to work with students exhibiting various disability conditions at either the mild, moderate, or severe level. He or she must be knowledgeable about curriculum, methods and strategies for assessment, and instruction across a continuum of skills ranging from social/behavioral to academic/vocational. The teacher must be able to work with individuals, small groups, and large groups in a variety of educational settings both in school and in the greater community. He or she must also be able to assist students with disabilities in learning self-management skills, particularly if problem behaviors are present.

Perhaps most important, a special educator should embody a respectful, sensitive, and caring attitude about individuals with disabilities. The ability to model these attitudes and promote positive attributes of students with disabilities honors the spirit of the law. As such the faculty of the Special Educator program will model these values in their interactions with each other, university students, and the community at large, demonstrating sensitivity and respect for individual differences and diversity.

### **Oregon Administrative Rules Relating to Special Education Programs 584-065-0035 Knowledge, Skills and Abilities for Special Education Endorsement**

#### **(1) Definitions:**

- (a) “Individual with exceptional learning needs” means individuals with disabilities and individuals with exceptional gifts and talents.
- (b) “Exceptional Condition” means both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents coexisting with one or more disabling condition.
- (c) “Special Curricula” denotes curricular areas not routinely emphasized or addressed in general curricula, e.g., social, communication, motor, independence, self-advocacy.

#### **(2) Authorizations:** Candidates for endorsements special education shall qualify for two levels of authorization by:

- (a) Completing preparation in developmental psychology and methods appropriate for early childhood and elementary education, OR elementary and middle level, OR middle level and high school authorizations;
- (b) Documenting knowledge of the endorsement by passing the commission-approved test for special education;
  - (A) The Multiple Subjects Examination (MSE) is not required to obtain the license;
  - (B) However, the MSE is required in order for special educators licensed to teach in grades preK through 8 to be meet the federal definition of “highly qualified” teacher;
- (c) Candidates completing a practica experience at either early childhood or elementary and at either middle or high school levels shall qualify for authorization for pre-kindergarten through grade twelve.

#### **(3) Field Experience:**

- (a) Candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities (mild, moderate and severe), and collaborative opportunities that are appropriate to the license or roles for which they are preparing.

- (b) These field and clinical experiences are supervised by qualified professionals who are either licensed as special educators or eligible for licensure as special educators.
- (4) Candidates for special education endorsements must complete an approved academic program for special education and will demonstrate competency through OAR 584-017-0185 in the following standards:
- (a) **Standard 1: Foundations.** Candidates understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Candidates:
- (A) Understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation;
  - (B) Understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services;
  - (C) Understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies; and
  - (D) Use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.
- (b) **Standard 2: Development and Characteristics of Learners.** Candidates know and demonstrate respect for their students first as unique human beings. Candidates:
- (A) Understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs;
  - (B) Understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with exceptional learning needs; and
  - (C) Understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.
- (c) **Standard 3: Individual Learning Differences.** Candidates understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Candidates:
- (A) Understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community;
  - (B) Are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options; and
  - (C) Demonstrate that the understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.
- (d) **Standard 4: Instructional Strategies.** Candidates possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Candidates:
- (A) Select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs;

- (B) Enhance the learning of critical thinking, problem solving, and performance skills of individuals with exceptional learning needs, and increase students' self-awareness, self-management, self-control, self-reliance, and self-esteem; and
  - (C) Emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.
- (e) **Standard 5: Learning Environments and Social Interactions.** Candidates actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with exceptional learning needs. Candidates:
- (A) Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world;
  - (B) Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs;
  - (C) Help their general education colleagues integrate individuals with exceptional learning needs in regular environments and engage them in meaningful learning activities and interactions;
  - (D) Use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations;
  - (E) Demonstrate the ability to safely intervene with individuals with exceptional learning needs in crisis; and
  - (F) Demonstrate the ability to coordinate all these efforts and provide guidance and direction to para-professionals and others, such as classroom volunteers and tutors.
- (f) **Standard 6: Language.** Candidates understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Candidates:
- (A) Use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs;
  - (B) Are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional need;
  - (C) Match their communication methods to an individual's language proficiency and cultural and linguistic differences; and
  - (D) Provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.
- (g) **Standard 7: Instructional Planning.** Individualized decision-making and instruction is at the center of special education practice. Candidates:
- (A) Develop long-range individualized instructional plans anchored in both general and special curricula;
  - (B) Systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors;
  - (C) Understand that individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization;
  - (D) Demonstrate that understanding these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables;

- (E) Demonstrate the ability to modify instructional plans based on ongoing analysis of the individual's learning progress;
  - (F) Facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate;
  - (G) Develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts; and
  - (H) Are comfortable using appropriate technologies to support instructional planning and individualized instruction.
- (h) **Standard 8: Assessment.** Assessment is integral to the decision-making and teaching of special educators and candidates use multiple types of assessment information for a variety of educational decisions. Candidates:
- (A) Use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress;
  - (B) Understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds;
  - (C) Understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results;
  - (D) Understand the appropriate use and limitations of various types of assessments;
  - (E) Collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making;
  - (F) Conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs;
  - (G) Use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs;
  - (H) Regularly monitor the progress of individuals with exceptional learning needs in general and special curricula; and
  - (I) Use appropriate technologies to support their assessments.
- (i) **Standard 9: Professional and Ethical Practice.** Candidates are guided by the profession's ethical and professional practice standards. Candidates:
- (A) Practice in multiple roles and complex situations across wide age and developmental ranges;
  - (B) Understand that their practice requires ongoing attention to legal matters along with serious professional and ethical considerations;
  - (C) Engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth;
  - (D) View themselves as lifelong learners and regularly reflect on and adjust their practice;
  - (E) Are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice;
  - (F) Understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families;
  - (G) Actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices; and

- (H) Know their own limits of practice and practice within them.
- (j) **Standard 10: Collaboration.** Candidates routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling.  
Candidates:

- (A) Embrace their special role as advocate for individuals with exceptional learning needs;
- (B) Promote and advocate the learning and well being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences;
- (C) Are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs;
- (D) Are a resource to their colleagues in understanding the laws and policies relevant to Individuals with exceptional learning needs; and
- (E) Use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

- (5) **Valid to Teach:** This endorsement is valid to teach: Any assignment requiring a special education teacher for students with the full range of disabilities from mild to severe within the grade authorizations held on the educator's license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120-342.143, 342.153, 342.165 & 342.223 - 342.232

Hist.: TSPC 8-2009, f. & cert. ef. 12-15-09

## Code of Academic and Professional Conduct

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The goal of the College of Education is to provide an educational experience through which students may develop as confident, competent, and ethical educators who meet the program's expectations and the standards established by the State of Oregon, and abide by the most current state and federal laws governing the conduct of educators. To assist students in meeting the requirements of membership in the teaching profession, students in the College of Education are expected to learn and practice appropriate professional and ethical behaviors. The College of Education reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their standing in the College of Education and may constitute grounds for probation or dismissal from the program. Students must maintain good standing in the program in order to be eligible for federally funded financial aid or University/College of Education scholarships.

The following behaviors, along with those stated in the Standards for Competent and Ethical Performance of Educators (ORS 342.175 to 342.190), are expected while enrolled in the program and while representing the University. The inability to meet these standards will lead to disciplinary action and can result in dismissal from the school. Conduct inconsistent with these standards, such as plagiarism, cheating, lying and/or fraud, is considered unprofessional and will not be tolerated.

**Attitude:** Students are expected to possess personal qualities of integrity, honesty, dedication, responsibility, and strong ethical values; recognize the worth and dignity of all persons; and demonstrate sensitivity to others and a positive outlook. Students are expected to work cooperatively with others; participate and share information; treat faculty and staff, peers, students and mentors with respect; display a willingness to learn and accept constructive criticism; be punctual; and demonstrate behavior that contributes to a positive learning environment.

**Attendance:** Students are expected to attend all classes unless excused by the instructor. Grades can be lowered by unexcused absences and/or lateness.

**Ability to work with others:** Cooperation and collegiality are required to be an effective professional educator. Students are therefore expected to cooperate, participate, share information, and show respect for others while enrolled in the program.

**Ability to work independently:** Initiative, perseverance, and self-discipline provide the foundation for professional excellence. Students are expected to initiate and pursue study independently and to accept responsibility for their own learning.

**Appearance:** Students are expected to observe professional guidelines for appropriate dress and hygiene.

**Research:** Students are required to abide by the ethical principles of research with human participants as defined by the American Psychological Association.

**Citizenship:** Students are expected to display those attributes expected of a member of a learned profession; promote democratic citizenship; demonstrate social awareness and a sense of social responsibility; and exemplify good citizenship in all social and community interactions.

**University rules and policies:** Students are expected to follow all guidelines set forth by Pacific University including those concerning smoking, parking, and alcohol use on campus.

## **Standards for Competent and Ethical Performance of Oregon Educators**

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The Teacher Standards and Practices Commission have established standards for competent and ethical behavior. The following legislative guidelines apply to teacher education students while at Pacific University:

### ***The Competent Educator***

584-20-010 The teacher or administrator demonstrates a commitment to:

1. Recognize the worth and dignity of all persons;
2. Encourage scholarship;
3. Promote democratic citizenship;
4. Raise educational standards; and
5. Use professional judgment.

Statute Authority: ORS Ch. 342.175 to 342.190

### ***The Ethical Educator***

584-20-035 The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.

1. The ethical educator, in fulfilling obligations to the student, will:
  - a. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family; and
  - b. Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.
2. The ethical educator, in fulfilling obligations to the district, will:
  - a. Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
  - b. Conduct professional business, including grievances, through established lawful and reasonable procedures;
  - c. Strive for continued improvement and professional growth;
  - d. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
  - e. Not use the district's or school's name, property, or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.
3. The ethical educator, in fulfilling obligations to the profession, will:
  - a. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
  - b. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
  - c. Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Statute Authority: ORS Ch. 342.175 to 342.190

## **Academic and Professional Standards**

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Good standing in the College of Education is defined as

- continued enrollment
- satisfactory academic progress
- satisfactory performance in practica and student teaching/internships
- satisfactory teaching competencies
- behavior that leads to professional competence and positive interpersonal and professional relations
- appropriate professional/ethical conduct and attitudes

Students are evaluated regularly in all these areas. These program-specific policies supersede University guidelines.

### **Academic Performance Review**

Faculty instructors will evaluate academic performance, practicum skills, and professional behaviors demonstrated in university classes, practica and student teaching settings. Evaluations will adhere to standards set forth in the Pacific University Graduate Professions Catalog and the Oregon Administrative Rules pertaining to teaching and teacher licensure. A student who is not performing adequately will receive notification through verbal feedback, individual advisement, and/or written notification.

The overall academic progress of each student is reviewed at the end of each grading period by the Program Director. Semester grades of less than “C”, that is “C-“, “D”, “F”, and “NP”, are substandard and may not be used to fulfill the requirements for a master’s degree or to fulfill requirements for a teaching license. Students may not register for student teaching with a recorded substandard grade or with a cumulative GPA of less than 3.0. Additionally, students must maintain a cumulative GPA of 3.0 in each semester enrolled in order to continue in the program.

To continue in the program, any substandard grade must be rectified, either by taking the course again or through an independent contract with the course instructor. It is the responsibility of the student to initiate with the course instructor, and agree in writing to, a means of rectifying the substandard grade.

### **Violations of the Code of Academic and Professional Conduct**

The College of Education assigns great importance to self-discipline, the ability to work with others, and the ability to conduct oneself in a professional manner. Violations of the Code of Academic and Professional Conduct can result in the dismissal of the student without previous warning at any time in his or her academic career. If such a violation occurs while a student is student teaching, the student may be removed from student teaching pending an investigation.

Any faculty member, instructor or individual with direct knowledge of a student’s violation of the Code of Academic and Professional Conduct may notify the Dean of the violation. The notice must be in writing and signed. The Dean will convene a committee composed of a faculty member from the College of Education, a faculty member from another Pacific University professional program, and a student representative to review allegations and recommend a resolution to the Dean of the College of Education who will make the final determination. Per University policy, that decision can be appealed to the University Standards and Appeals Board.

## **Dismissal**

The Dean of the College of Education will consider on an individual basis a recommendation for dismissal if a student fails to sustain satisfactory progress toward completion of the degree or licensure program because two or more substandard grades exist on the student's transcript at any time, or if any of the following occur:

Indications of poor academic performance;

Insufficient progress in the development of teaching competencies;

Failure to comply with College of Education rules or procedures;

Unprofessional conduct, unethical conduct, or illegal conduct; and

Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

Ordinarily, a student will have received warnings that his or her work is less than satisfactory before dismissal. However, a student may, for adequate cause, be dismissed without previous warning. Per university policy, a student can appeal the decision.

Student teaching is considered a part of the academic program. Specific procedures apply when students are unable to meet the demands of the placement. Those procedures are described in each of the program handbooks.

## **Appeals Procedure**

A student may appeal a decision of the College of Education related to academic standing by submitting a letter to the Dean within ten business days of the decision. The appeal will be heard before a committee of five members convened by the Dean. The committee will consist of a member of the Education Consortium, a faculty member from the Faculty of the Professional Schools, a faculty member from the College of Education outside of the student's own program, a faculty member selected by the student, and another student. Any appeal of this committee's decision must be referred to the University Standards and Appeals Board.

## **Course Attendance and Policies**

Students have a personal and professional responsibility for course classroom attendance, active participation, timely completion of assignments, and attendance at practica and student teaching assignments. While Pacific University believes that students should be in attendance at all class sessions, individual faculty members are responsible for notifying students of attendance expectations in their courses at the beginning of each term and may lower a student's grade for poor attendance or participation. Students are expected to inform their instructors of an unavoidable absence in advance. Assignment of makeup work, if any, is at the discretion of the instructor.

Attendance requirements during the practicum and student teaching experience include all professional and special events required of the mentor teacher. This may encompass, but is not limited to, after school or before school activities, evening events, inservice activities, staff meetings, parent/teacher conferences and sporting events. Only illness or family emergencies constitute a legitimate excuse for absence. If illness or an emergency necessitates an absence, the student is responsible for notifying their mentor teacher and university supervisor in a timely fashion.

Attendance at regularly scheduled classes is limited to students who are currently enrolled in the course or to invited guests of the course instructor(s). All other guests, including family members, require prior approval from the course instructor.

## **Grading Policy**

The College of Education uses an “A” through “F” grading scale including “+” and “-“. (Please see the section “Academic Policies and Procedures” in the Graduate Professions Catalog for numerical values used in calculating grade point averages.) In graduate courses, all work below a “C” is considered failing and is not credited toward a graduate degree or licensure.

## **Incompletes**

Instructors may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all requirements of the course. The instructor and the student should agree upon a deadline by which all work will be completed. Students may not begin student teaching until all Incompletes are removed. Please see section “Academic Policies and Procedures” in the Graduate Professions Catalog for a more complete description of an Incomplete grade.

## **Instructor Responsibilities**

The College of Education expects that its instructors will design and teach courses that appropriately challenge students. From the beginning of the course, instructors will clearly communicate expectations regarding standards of performance and will explain how grades will be determined and assigned. It is expected that students will receive feedback concerning their status during the course and that all graded work will be returned promptly. College of Education instructors will model and communicate expectations for exemplary professional behavior. Instructors will warn students when their academic performance or professional behavior is less than satisfactory as soon as that becomes apparent to the instructor.

Assignments and tests will be designed to allow a determination of students’ conceptual understandings of course material and their ability to apply what they have learned in an authentic manner in an educational setting. Instructors are responsible for judging the quality and accuracy of student work and assigning grades.

Instructors are expected to possess personal attributes of honesty, dedication, responsibility, and strong ethical values. They are expected to create a learning environment that is challenging, positive, and rewarding and that honors cultural differences and diversity. Instructors are expected to treat students and peers with respect and adhere to all Pacific University rules and guidelines, including those concerning smoking, parking, and alcohol use on campus.

## **Notice of Nondiscrimination Policy**

It is the policy of Pacific University not to discriminate on the basis of sex, physical or mental disability, race, color, national origin, sexual orientation, age, religious preference or disabled veteran or Vietnam Era status in admission and access to, or treatment in employment, educational programs or activities as required by Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, or any other classification protected under state or federal law, or city ordinance. Questions or complaints may be directed to the Vice President for Academic Affairs, 2043 College Way, Forest Grove, OR 97116, 503-352-2215.

## **Safe Environment Policy**

Pacific University's Rights and Responsibilities policy seeks to maintain conditions favorable to learning. Students have the right to pursue an education free from discrimination based on gender, religion, marital status, age, sexual orientation or handicap. Students have the responsibility to conduct themselves, both individually and in groups, in a manner which promotes an atmosphere conducive to teaching, studying and learning. This policy is described in detail in *Pacific University Professional Programs Course Catalog* or the *Pacific University Arts and Sciences Course Catalog*.

## **Students With Disabilities**

In general, the University will work with students to improve conditions that may hinder their learning. The university requires appropriate documentation of a disability in order to enable students to meet academic standards. It is the responsibility of each student to inform the Director of Learning Support Services of his or her disability. Students are encouraged to work with faculty proactively in developing strategies for accommodation. This policy is described at *Pacific University Professional Programs Course Catalog* and the *Pacific University Arts and Sciences Course Catalog*.

# Getting Started at Pacific University

## Student Handbook

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The Student Handbook can be accessed on-line at the Pacific University website (<http://www.pacificu.edu/studentlife/handbook/index.cfm>) and provides information on the University's policies (alcohol, smoking, parking, etc.) and procedures. It is the student's obligation to be aware of and understand the policies and procedures contained in this publication.

## General Information

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### Student Account Information

⇒ Your user name, called your “P-U-Net ID,” and password grants access to all Pacific web-based services including email, computer labs, Blackboard, and Boxer Online (student account information). Both your PUNet ID and password are case-sensitive.

You will not be able to access this information until you have been moved to a student status so please be sure to turn in your confirmation form if you have not already. If you have any questions about your admissions status, please contact Diana Watkins at 503.352.1435 or by email at [teach@pacificu.edu](mailto:teach@pacificu.edu).

⇒ Your Boxer Card is a multifunctional ID card that contains your picture, your ID number, your PUNet ID, and your name. It serves as your identification card, library card, door access key (see final page regarding Pacific’s after-hours policy), and declining balance (printing and copies).

The Boxer Card office is located in the Campus Public Safety office, 2128 College Way, across the street from Bates House. For your convenience there is an officer staffing the Boxer Card office from 9am - 5pm. If you need a new or replacement Boxer Card you can stop by the Campus Public Safety office or call extension 3166 from 9am - 5pm or extension 2230 to arrange for any needs pertaining to your Boxer Card.

## Communication



**Email is the official means of communication throughout Pacific University and all University departments use your Pacific email address for correspondence. Please check your Pacific email account regularly for important updates and information.**

⇒ If you need to contact a college or university office, you will need to use your Pacific University email account to verify that any request you make (e.g., register for a class) can be documented that it is from you. This means you will need to be logged into your Pacific account in order to send your email.

⇒ You may have your Pacific email forwarded to other personal accounts, but please be aware that billing statements from the Business Office do not get forwarded. It is vital that you check your Pacific email account periodically as other offices may not forward either.

### Email forwarding instructions:

- Log in to your Pacific email
- Look for a link at the top right labeled 'Settings.'
- After clicking on settings, there will be a new menu of choices at the top of the screen.
- Click on 'Forwarding and POP/IMAP'.
- On the forwarding screen that appears, simply select the circle for 'forward Pacific email to' and enter the new email address that Pacific email should be forwarded to.

⇒ It is vital that we have current contact information for you. Please be certain that our office always has a current address, phone number, and email address on file. You can update your information on Boxer Online (<https://boxeronline.pacificu.edu>).

⇒ Mailboxes are located in the east lobby of Berglund Hall. Please check your mailbox for communications from COE faculty and administration as well as from Pacific.

## Registration

Due to financial aid and billing cycles, you will automatically be registered for classes when we receive confirmation from you that you will be attending the program. In addition all further cohort registration will be processed for you. You are responsible for registration of any courses taken outside of the normal cohort program schedule (i.e. Talented and Gifted, Reading, English Speakers of Other Languages). Registration forms are available on the College of Education website and must be returned to Jennifer Bridgewater for processing.

For questions about class schedules or registration procedures, please contact Jennifer Bridgewater, Student Services Manager for the College of Education. 503.352.1433 or [bridgewater@pacificu.edu](mailto:bridgewater@pacificu.edu).

## Drop/Add Policy

The SPED program is a carefully constructed, sequential program that must be completed as specified in order for you to finish in the designated timeframe. It is possible to alter some course sequences and/or take longer to complete the program. However, those decisions can only be made after consultation with the Program Director or Program Coordinator. You may not drop or add a class without written permission from the Program Director or Program Coordinator. Failure to adhere to this policy may result in a longer program completion time.

## Health Insurance

**All students MUST have health insurance if registered for 1 or more credits per semester.**

If you do not have health insurance, you will be required to purchase student health insurance. If you do have insurance, you may waive Pacific University's mandatory health insurance coverage by completing a waiver form and providing proof of insurance. Waiver forms are available on the Business Office website at [www.pacificu.edu/offices/bo/forms](http://www.pacificu.edu/offices/bo/forms). If you have already been charged and would like to waive, Pacific has 30 days from the start of the coverage to issue a refund. However, there will be a \$25 administrative fee.

For more information regarding health insurance policies, please contact Renee Vanzant at 503.352.2231 or [vanzanjr@pacificu.edu](mailto:vanzanjr@pacificu.edu).

## Immunizations

⇒ All students born after 1956 and registered for 6 or more credits are required by Oregon State law to show proof of vaccination for **MMR** (mumps/measles/rubella). **TD** (tetanus/diphtheria) and **TB** (tuberculosis) are highly recommended. Please complete the Immunization Record form you received with your acceptance letter and provide documentation from a health care provider. If you need another form, please go to [www.pacificu.edu/healthcenter/forms](http://www.pacificu.edu/healthcenter/forms).

⇒ *Registration for summer semester will be delayed without proper immunization paperwork.*

## Textbooks

⇒ Books and course packets are not included in tuition costs.

⇒ Textbooks are available for purchase at the Pacific University Bookstore located at 2032 Pacific Avenue in Forest Grove. They may also be purchased from the Bookstore's website at <http://pacific.bncollege.com>.

### Book Return Policy:

- A full refund will be given in your original form of payment if textbooks are returned with a receipt during the first week of class.
- With proof of a schedule change and a receipt, a full refund will be given in your original form of payment during the first 30 days of classes.
- All medical and specialty reference book refunds will be given in your original form of payment with a receipt within 3 days of purchase.
- No refunds will be given without a receipt.
- Textbooks must be in original condition.
- Shipping and handling charges are not refundable.

## Fingerprints

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All pre-service teachers are required to have their fingerprints on file with the State of Oregon's licensure authority, Teacher Standards and Practices Commission (TSPC). Oftentimes students have their fingerprints done as an instructional assistant or for other jobs in the schools. However, TSPC completes a more thorough investigation to determine candidates' eligibility to work unsupervised with children. If you have not had them done specifically for TSPC, you will need to have them done again. If you think that your fingerprints are already on file with TSPC, please verify with Kimberly Bittner, the COE Administrative Services Manager. She can be reached at [kimberlyb@pacificu.edu](mailto:kimberlyb@pacificu.edu).

We will arrange for a fingerprinter to come to campus before class during your first semester. You will be charged \$15 for the prints to be taken and another \$59 by Teacher Standards and Practices Commission for processing fees. More information will be provided.

## Student Services

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⇒ **Parking:** Students may purchase a parking permit at the Pacific Information Center (PIC) for use in designated student lots on campus. You may also park on the streets around campus, but note that there are time limits on most of these streets.

⇒ **College of Education Website:** The COE website contains information about the college, our programs, course descriptions, student forms, handbooks, calendars, and links to faculty websites. You can access the COE website at [www.pacificu.edu/coe](http://www.pacificu.edu/coe).

⇒ **Berglund Hall Services:**

- **Education Office:** Check in the office if you have any questions or need information. Faculty mailboxes are located here.
- **Student Lounge:** There are student lounges on the first and second floors of Berglund Hall with printers, a copy machine, vending machine, and microwave for student use. You must purchase a copy card at the library in order to use the copy machine.
- **Computer Lab:** Students have 24-hour access to the Berglund Computer Lab, located on the first floor. If you wish to use the lab after hours, call Campus Public Safety at 503-352-2230 and they will open the door for you. You must show photo ID. *Please see "After Hours Access to Buildings" section for more information.*

⇒ **Marsh Hall:** The Registrar's Office, Business Office, Financial Aid, Taylor Auditorium, University computer lab, and the President's office are located in Marsh Hall.

⇒ **University Center:** The cafeteria, a snack shop, ATM, and Pacific Information Center are located in the University Center.

⇒ **Pacific University Library:** Students may use the library facilities upon presentation of their Boxer ID.

⇒ **Student Health Center:** All students are eligible to use the Student Health Center. Students are seen by appointment only. Call 503-352-2269 for scheduling.

⇒ **Stoller Center:** The Stoller Center houses a gymnasium with three activity areas, side courts, a field house, three handball-racquetball courts, a squash court, sauna, dance studio, weight room, wrestling room and sports medicine/training room with whirlpools - all available for student use with a Pacific ID.

⇒ **Technology Information Page (TIP):** University Information Services has produced an information guide for using the University's technology services. From the UIS website you can access a number of these information sheets including "Using MyAccount & BoxerMail" ([www.pacificu.edu/uis](http://www.pacificu.edu/uis)).

⇒ **Learning Support Services (LSS):** Learning Support Services at Pacific University coordinates educational accommodations for students with disabilities. Disabilities may be physical or learning related, and may be permanent or temporary. For more information, go to [www.pacificu.edu/studentlife/lss](http://www.pacificu.edu/studentlife/lss).

### **After Hours Access To Buildings**

To access academic buildings and labs after regular hours, you will need your current Boxer ID card with you. Many areas are designated limited access areas by professors, so you will have to be on an access roster to get in. To access an area after hours, please do the following:

1. Go to the building you want access to and check to see if it is open.
2. If the building is locked, use the nearest telephone and call Campus Public Safety at ext.2230 or 503.352.2230.
3. When the CPS officer answers, tell him/her your name, what building and room number you need access to, that you have your Boxer ID Card, and have checked the door and it is locked.

The CPS officer will need all of this information.

Berglund Hall can be accessed after hours by scanning your Boxer ID outside the main doors. If you need access to the computer lab, you will need to follow the steps listed above.

For a complete list of Pacific University's academic policies and procedures, please go to the online catalog located at [www.pacificu.edu/catalog](http://www.pacificu.edu/catalog).



## **Program Guidelines and Policies**

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### ***Cell phone protocol***

During all classes and seminars, set your phone to an inaudible signal. If it rings and you must answer it, leave the classroom quickly and quietly. Text messages should be limited.

### ***Laptop protocol***

As a candidate in the SPED program we encourage you to have a laptop and use it as a professional tool both as a graduate student and a special education teacher. Pacific University has gone to great lengths to create a wireless campus. Thus, the Internet is readily accessible wherever you are on campus, including in class. The availability of the Internet during class can lead to some wonderful opportunities for in-class learning, collaboration, and research. However, our society seems to thrive on multi-tasking and the constant availability of the Internet can also lead to inappropriate use during class. Sometimes, availability during class simply leads to making poor choices.

Be extremely judicious with the use of the Internet during class time. Checking email, text messaging, or other forms of communication may cause you to miss important information and can be very distracting to others who share the learning environment. As a courtesy to your peers and the instructor, make sure all sound is turned off so that alerts, etc. do not disturb fellow classmates. Also, be aware of the sound of your fingers on the keyboard when others are engaged in a learning activity that does not require keyboarding. Playing games, engaging in video poker, watching television shows, and/or bidding on services/goods at Internet sites is strictly prohibited during class.

In addition to access to the Internet, most laptops come with CD-rom/DVD options. It is not appropriate to watch a DVD during class time or listen to music.

### ***Confidentiality protocol***

During the course of this program many opportunities will emerge for you to talk about, ask questions about, and discuss students with disabilities, parents of students with disabilities, school administrators, supervisors, and colleagues. It will be necessary to maintain confidentiality when referring to people and school buildings. Please use first names only or refer to people by their role (e.g., the 5th grade teacher). As you listen to discussions, remember the information shared stays in the room. As always, you should frame your comments in such a way as to maintain a professional demeanor.

**Pacific University**  
**Health Insurance for Special Education Students**

**Mandatory coverage:**

- It is the policy of Pacific University that all students have a basic level of health insurance coverage.
- Because of this policy, Pacific will purchase insurance for you, to cover the duration of your program. This is called the ***Pacific University Student Health Insurance Plan***, and you will automatically be billed for it.

**Waiver of Insurance:**

- You have the option of WAIVING coverage within 30 days of its effective date.
- To WAIVE the University policy, you must:
  1. Document that you are covered by another insurance policy.
  2. Sign a statement declaring that you wish to waive the coverage offered by Pacific.
- A form for providing this information to the Pacific University Business Office was provided with your orientation materials.

**Other coverage period options may be available by contacting Renee Vanzant in the Business office, 503.352.2231.**

**Premiums:**

A representative from the from the business office will give you the rates for the Pacific University Student Health Insurance Plan coverage period.

**Keep in mind...**

You may find that carrying the University coverage (not waiving it) may be more cost effective than having to pay for your own policy under COBRA, should there be any lapse in your employment during the period of your academic program. If you are covered by the University plan as well as your own insurance, the University plan will pay claims as a secondary insurance.

**Pacific University Student Health Center**  
pacificu.edu/healthcenter/

**Who is Eligible for Services?**

- All Undergraduate students registered for 6 or more credits are eligible to use the Health Center.
- All graduate candidates are eligible for health services – except those enrolled in the MFA or at the Eugene campus.
- Eligibility to use the Health Center is independent of your personal choice of medical insurance.
- Dependents, spouses and significant others are NOT eligible for services

**Appointment Information**

Health Clinic Phone Number: 503-352-2269

**To schedule an appointment**

Scheduling an appointment is the most efficient way to be seen at the Health Center. By scheduling in advance you allow us time to pull your chart and complete paperwork before your arrival. In addition, most of our scheduled patients spend little to no time in the waiting room. Same day appointments are available in the morning for more urgent needs requiring less time. Call first thing in the morning for one of these appointments, as they are limited. Call well in advance to schedule longer appointments like physicals and Pap smears as we are often booked 4 or more weeks out.

**HOURS DURING THE ACADEMIC YEAR (by appointment only)**

Monday, Tuesday, Wednesday, Friday 9:00am – 4:00pm (closed 1-2:00 for lunch)

Thursday 10:15am – 4:00pm

\*Closed 1-2 for lunch

**SUMMER HOURS (by appointment only)**

Monday & Thursday 9:00am – 4:00pm (closed 1-2:00 for lunch)

Closed Tuesday, Wednesday and Friday

**Pacific University Student Health Center Fees**

All office visits are free. However, there are charges for some medications, immunizations, supplies and lab tests. Fee information can be found on the Student Health Center website.

**24 Hour Nurse Advice Line 1-877-924-7758**

For students enrolled in the University's Health Insurance plan with Academic Health Plans, a 24-hour nurse advice line is available. Experienced RNs are just a phone call away to help you figure out the best course of action for a non-emergency health concern: Do you need immediate medical care? An appointment the next day? Or will self care help you? The 24/7 Nurse Advice Line from Academic Health Plans provides convenient, easy and confidential way to get care advice. Call number above for health advice at any time.



## Description of Special Education Programs

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Special Educator Traditional Program. All candidates are initially admitted to this program. Candidates who need a more traditional program will complete all of the requirements of the special educator program and participate in a capstone student teaching experience for 15 -18 weeks. Upon completion of the program candidates will receive a Master of Arts in Teaching degree and be eligible for the Initial Special Educator license at the selected authorization level. Three options are available.

- One option is designed for candidates who have spent time as a special education teacher on a restricted temporary license and have not entered/completed a teacher preparation program. These candidates will continue to work as the *teacher of record* in their own classroom while completing the program.
- A second option is designed for those candidates who will continue to work in the schools as a special education paraeducator during the program. This option requires a 135 contact hour practicum during one semester (e.g., fall), which may be completed within the scope of their work assignment given district approval and a three-month leave of absence to complete student teaching during the other semester (e.g., spring).
- The final option is for those candidates pursuing the traditional student teaching experience without extensive work experience in a special education setting. This option requires a 135 contact hour practicum during one semester (e.g., fall) and an 18-week student teaching experience during the other semester (e.g., spring).

Every effort will be made to have one field-based experience at the mild/moderate level or resource or inclusive setting and the other field-based experience at the moderate/severe/profound level or self-contained setting.

Special Educator Endorsement Program. Candidates entering the program with an Oregon teaching license or teaching credentials from another state will complete core special education coursework and an internship/practicum in a special education or inclusive classroom. Depending upon previous educational and professional experience, candidates will enter an individualized program at either the Early Childhood/Elementary (age 3 – 8<sup>th</sup> grade) or Middle/High School (grade 5 – age 21) authorization level. Teachers who are on a Conditional Assignment Permit (CAP) or hold an Emergency Teaching License, can complete the practicum in their own classroom. Candidates currently working as substitute teachers may complete the practicum in a guest classroom. Additionally, candidates may complete requirements for the Master of Education degree. Candidates wishing to only add the endorsement can complete the program in 12 months. Program length for candidates completing a master's degree is 18 months.

## Program Sequence for Special Education Licensure and MAT 2013-14

Semester	Course Number	Course Title	Semester Credits	Traditional	Internship	Endorsement & MEd	Endorsement
SPRING 2013 (January to April)	EDUC 501	Foundations of General Education	2	✓	✓		
	EDUC 561	Foundations of HD & Ed Psychology	4	✓	✓		
	EDUC 600	Learning Communities: I	1	✓	✓		
	EDUC 620	Language Acquisition in Children	2				✓
	EDUC 670	Introduction to Professional Inquiry	1	✓	✓	✓	
	SPED 500	Foundations of Special Education	2	✓	✓	✓	✓
	SPED 518	Collaboration in Schools	1				✓
SUMMER 2013 (April to August)	SPED 541	Technology for Teacher Productivity	1	✓	✓	✓	✓
	EDUC 671	The Scholarship of Teaching	1	✓	✓		
	SPED 505	Exceptionalities	2	✓	✓	✓	✓
	SPED 510	Behavior Management for Special Educators	3	✓	✓	✓	✓
	SPED 517	Case Management for Special Educators	1	✓	✓	✓	✓
	SPED 520	Assessment & Evaluation in Special Education	3	✓	✓	✓	✓
	SPED 530	Integrated Curricul & Methods in SPED: <i>Academic</i>	3	✓	✓	?	?
FALL 2013 (August to December)	SPED 535	Integrated Curricul & Methods in SPED: <i>Functional</i>	3	✓	✓	✓	✓
	EDUC 674	Planning the Inquiry Project	2			✓	
	EDUC 600	Learning Communities: II	1	✓	✓		
	SPED 536	Transition - MS/HS authorization only	1	✓	✓	✓	✓
	SPED 542	Assistive Technology	1	✓	✓	✓	✓
	SPED 550	SPED Practicum	3	✓			
	SPED 575	Student Teaching	Var		✓		
SPRING 2014 (January to April)	SPED 576	SPED Seminar	1	✓	✓	✓	✓
	SPED 578	Practicum & Seminar	2			✓	✓
	EDUC 620	Language Acquisition in Children	2	✓	✓	✓	
	EDUC 675	Completing the Inquiry Project	2			✓	
SUMMER 2014 (April to June)	SPED 575	Student Teaching	Var	✓	✓		
	SPED 576	SPED Seminar	1	✓	✓	✓	
	EDUC 600	Learning Communities: III	1	✓	✓		
	SPED 518	Collaboration in Schools	1	✓	✓	✓	
	SPED 575	Student Teaching	Var	✓	✓		
TOTAL CREDITS TO COMPLETE PROGRAM				47-48	43-44	30-31	20-25

## Requirements for Program Completion

<i>PROGRAM:</i>		<b><i>All SPED Programs</i></b>		
<b>SPRING/SUMMER 2013</b>		Confirmation of Admission Submit passing basic skills test scores (EAS, CBEST, PPST, or WEST-B) Submit insurance waiver to the Business Office, if necessary Health clearance		
	January	PA1 & Fingerprint clearance		
	June	Woodcock-Johnson III certificate		
<i>PROGRAM:</i>		<b><i>SPED Intern &amp; Teacher of Record</i></b>	<b><i>SPED Endorsement</i></b>	<b><i>SPED Traditional</i></b>
<b>ACADEMIC YEAR 13-14</b>	September to January	Observation reports (4 + 1) Work Sample 1 Mid Year Evaluation	Observation reports (2) Work Sample Practicum Checklist & Evaluation	Observation reports (2 - 3) Work Sample 1 Summary Report
	January to June	Observation reports (4 + 1) Work Sample 2 Summary Report		Midterm Evaluation Observation reports (4 -5) Work Sample 2 Summary Report
	<i>PROGRAM:</i>	<b><i>All SPED Programs</i></b>		
	January	Verify ORELA – Civil Rights score		
	January to June	Apply for degree if completing MAT or MEd Verify NES Special Education Scores on file Verify NES Elementary Education scores for Highly Qualified status		
June	Submit application materials for licensure			
	MAT or MEd degrees awarded June 30, 2014			

## Learning ePortfolio

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A learning ePortfolio is an accumulation of artifacts and reflections from coursework and school placements, compiled by the teacher candidate throughout the program with the support of faculty. The contents of the ePortfolio will be structured within a framework and will represent each individual's personal perspectives, strengths, and interests related to the education of students with disabilities. Upon completion of the portfolio, the teacher candidate will have documentation of learning and experiences along a continuum of disability categories from mild/moderate to severe. In addition, the learning ePortfolio will prepare the teacher candidate to present him or her self as an emerging and competent professional.

The learning ePortfolio will consist of four categories aligned with standards for becoming a special education teacher candidate as established by the Council for Exceptional Children (CEC), Oregon Administrative Rules (OARs), and the College of Education Conceptual Framework. The categories are as follows:

1. Teacher as Educator
2. Teacher as Learner
3. Teacher as Manager
4. Teacher as Professional

*Teacher as educator.* The candidate develops an understanding of curriculum, classroom environments, learning theory, instructional strategies, integration of instructional and assistive technology, child development, assessment of learning, and student diversity.

*Teacher as learner.* The candidate will develop an understanding of personal history, strengths, perspectives, and beliefs, recognizing that 'who we are' affects how we teach. The candidate will also understand how to learn from and work with others, including families, students, and colleagues through openness and effective communication and collaboration.

*Teacher as manager.* The candidate will develop an understanding of learning environments, planning and organization of lessons for individuals and groups, behavior and classroom management, and legal and procedural processes.

*Teacher as professional.* The candidate will develop an understanding of the school culture and organizational structure, how to be a part of multiple communities related to students, how to engage in continuous learning and professional development, and how to be a responsible and effective agent of positive social change.

## **Work Sample Requirements for Special Education**

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### **Oregon Administrative Rules Related to Work Samples**

584-017-0185 Evidence of Effectiveness

- (1) The unit assures that candidates provide evidence of effectiveness to foster student learning.
- (2) Each student teacher preparing for an Initial Teaching License assembles and analyzes two work samples to document the candidate's ability to demonstrate knowledge, skills and competencies as designated in OAR 584-017-0100. If a candidate is seeking more than one authorization level, one work sample must be completed for each authorization level. Work samples include:
  - (a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered.
  - (b) Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills
  - (c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (a)
  - (d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction
  - (e) Interpretation and explanation of the learning gains, or lack thereof
  - (f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.
  - (g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.

### **Pacific University's SPED Program Requirements**

TSPC requires each candidate for initial licensure in special education to prepare and teach two work samples. Persons only adding an endorsement and/or an authorization are required to complete one work sample. Each work sample will consist of a unit or segment of instruction based on IEP goals and objectives for a group of students in your classroom and consistent with the district's curriculum and the state standards and benchmarks. Each work sample will reflect a different curricular area, either academic (e.g., reading, social studies) or functional (e.g., vocational, social skills). The instruction provided during the work sample must constitute Specially Designed Instruction with purposeful attention to literacy. You may use a commercially prepared program for one work sample. However, you must show modifications and include supplementary materials. Lesson plans will need to show adjustments. Your University Supervisor and/or Program Director or Program Coordinator must approve specific curriculum and topic.

A group is defined as two or more students who share a common or similar IEP goal and objectives and who can be grouped together to receive instruction. Given extenuating circumstances and approval of the program director/coordinator, a work sample may be designed for one student. The unit or defined segment of instruction shall consist of a minimum of 8 – 10 lessons taught in a sequential timeframe. Initial and final evaluation does not constitute instruction. Individual lessons should last a minimum of 20 minutes for younger learners (age 3 – Grade 3) and/or learners with severe/profound disabilities. For students in grade 4 and above the minimum lesson time is 30 minutes. The preferred length of lesson time should correspond to the length of the class period. The entire work sample, including assessment before and after instruction, should encompass 2 to 5 weeks.

The artifacts presented in the completed work sample portfolio must be typed/printed with the exception of student work and photocopies of hand-written communiqués. Each student teacher/intern/practicum student shall submit materials in such a way that assures the confidentiality of students. Graphics, visual images (e.g., photographs), and/or videotapes are highly encouraged as supplementary materials. Make sure to obtain permission from parents/guardians if you include photographs or videos of students. Candidates may submit their work sample in a 3-ring binder or on a CD-ROM. Do not place work sample pages in sheet protectors (supporting artifacts are ok). Use of sheet protectors makes it very difficult to later copy a work sample. Documentation of all work sample components must be included in the order given in the Work Sample Table of Contents.

The first work sample is due **fall semester**. Candidates in the Endorsement Program will complete their work sample at this time, unless registered for a spring semester practicum. Instruction for the work sample must be completed prior to winter break. The second work sample is due **spring semester**. Your work sample may be chosen for inclusion in the program's archive of exemplary work samples. Please be prepared to share the results of one of your work samples in a professional 15-minute presentation during the May/June 2013 seminars.

### Criteria for passing

A final **Pass** must be achieved on your work sample. All components/sections of the work sample must be completed (with revisions, if needed) and passed at a satisfactory level. The work sample is part of your student teaching grade. As such the work sample must be completed in a timely manner. If you receive a No Pass, you will not be allowed to continue in your student teaching/intern placement.

Pacific University College of Education  
SPED Work Sample Score Summary

Student \_\_\_\_\_ Date: \_\_\_\_\_

Semester/Year \_\_\_\_\_ Subject/Curriculum Area: \_\_\_\_\_

Grade/Age Level: \_\_\_\_\_ Topic: \_\_\_\_\_

COMPONENT	SCORE				
	Missing	No Pass	Minimal Pass	Pass	Superior Pass
Title page	Miss	NP	MP	P	SP
Rationale	Miss	NP	MP	P	SP
Learning goals	Miss	NP	MP	P	SP
Co-curricular goals	Miss	NP	MP	P	SP
Adaptations: accommodations and modifications	Miss	NP	MP	P	SP
Content relationships	Miss	NP	MP	P	SP
Key points	Miss	NP	MP	P	SP
Pre-requisite skills	Miss	NP	MP	P	SP
Initial assessment	Miss	NP	MP	P	SP
Determine instructional starting point	Miss	NP	MP	P	SP
Formative (ongoing) assessment	Miss	NP	MP	P	SP
Final (summative) assessment	Miss	NP	MP	P	SP
Summarize and interpret data	Miss	NP	MP	P	SP
Weekly plan	Miss	NP	MP	P	SP
Setting	Miss	NP	MP	P	SP
Behavior plan	Miss	NP	MP	P	SP
Technology	Miss	NP	MP	P	SP
Daily lesson plans	Miss	NP	MP	P	SP
Daily reflection	Miss	NP	MP	P	SP
Feedback	Miss	NP	MP	P	SP
Evaluation of your teaching: final reflection	Miss	NP	MP	P	SP
Resources	Miss	NP	MP	P	SP
Overall presentation	Miss	NP	MP	P	SP

University Instructor \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_



## *Testing Information*

### **National Evaluation Series test required for Special Education**

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We recommend you take the test in January 2014. Candidates can register for these tests at the ORELA Web site, the same place you register for other Oregon teacher licensure and endorsement tests. The ORELA site is at <http://www.orela.nesinc.com>.

Test takers will register to take their tests at Pearson-VUE testing centers in Oregon and across the United States. A complete list of the testing sites are available on the ORELA website.

#### Study Guides

A series of free preparation guides are available online at [NEStest.com](http://NEStest.com). These basic study guides, called NES Profiles, include details about test content and format, as well as sample test questions and explanations for correct responses. Candidates can view these guides online or download them as PDFs for later review or printing. There are also optional practice tests and expanded study guides available for a fee.

#### Please Note – When you register for the test...

Make sure you have a copy of your scores sent to Pacific University. We cannot recommend you for licensure without a score sheet showing a passing score in your university file. You will also need an official copy of your scores to submit to TSPC.

**ALWAYS KEEP A COPY OF YOUR SCORE SHEET IN CASE YOU NEED A BACK-UP!**



## Student Teaching Policies and Procedures

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### *Pacific University College of Education Student Teaching Definition*

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Student teaching comprises a **collaborative teaching partnership** between mentor teachers and student teachers whose purpose is to increase student learning. To that end, mentors and student teachers collaborate in a variety of ways:

1. **One teach, one observe** – purposeful observation for feedback, teaching, and evidence of student learning.
2. **One teach, one assist** – one teacher provides assistance as needed to students around the classroom while the other leads the entire group.
3. **Parallel teaching** – both teachers simultaneously lead the same range of content to groups of students.
4. **Station teaching** – both teachers lead different content to groups of students who rotate from one teacher to the next.
5. **Shared/team teaching** – both teachers deliver instruction in a coordinated way in addition to the above patterns; e.g., tag team teaching.
6. **One teach** – student teacher fully responsible for student learning without the mentor teacher in the room.
7. **One teach to the whole group, one teach one-on-one** – the teacher working with one student could work within in the classroom or in another learning setting.

Candidates for the Oregon Initial Teaching License at Pacific University complete the full-time, student teaching experience over a period of eighteen weeks. Depending upon their programs, candidates complete student teaching in one of the following patterns:

1. Nine weeks each at two contiguous authorization levels.
2. Fifteen weeks at one authorization level, three weeks at a contiguous authorization level.
3. Eighteen weeks at one level.

During the eighteen-week, full-time experiences candidates complete two work samples in which they provide evidence that students learn under their care and that they meet the competencies as an effective teacher.

During the eighteen-week student teaching experiences, candidates have the opportunity to show competence in meeting the ten standards required for the Oregon Initial Teaching License:

1. **Learner Development** – The teacher understands how learners grow and develop, recognizing the 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.
2. **Learning Differences** – The teacher uses understanding of individual differences and diverse cultures and communities to ensure learning environments that enable each learner to meet high standards.
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.
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 the discipline accessible and meaningful for learners to assure mastery of the content.

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.
6. Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher’s and learner’s decision making.
7. Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
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.
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 to others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
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.

## **STUDENT TEACHING – INTERNSHIP**

As the teacher of record in a special education setting, the process of student teaching as an intern is an intense, immediate responsibility. Beginning with inservice before students arrive, you will be thrust into the role of teacher with all of the responsibilities. There will be little time to orient yourself to your caseload, building, district, team members, and teaching assignments; however, you must quickly focus on the necessary tasks. When your first students walk through the classroom door, you will need to be ready. The good news is that you will be able to complete all of the requirements for student teaching within your own classroom.

Throughout the year, and especially at times when you are faced with a new task or need guidance, you should schedule time with your Intern Mentor (IM). Your IM is there to assist and mentor you through all the requirements of being a special educator. This can range from helping you with lesson planning and picking out an appropriate work sample topic to going through your caseload and purging student files. Your IM is required to make four formal observations each semester, including at least one IEP meeting during the year – preferably with you leading the meeting as the case manager. Also, the IM or your university supervisor should observe you teach during your work sample. Your IM will probably make additional informal observations throughout the year. Plus, the IM will no doubt function as the District/LEA (Local Education Agency) representative to IEP meetings to provide you with support until you are able to conduct and participate in IEP meetings on your own. The IM position is designed to provide you with the equivalent of one full day of support per week on a flexible schedule. However, this support may not always take the “in your classroom” route. Instead, the IM may assist you in a somewhat behind the scenes approach through phone calls, email, and research on your behalf. Ultimately, you and the IM must devise a support system that works for you and provides you with the “just-in-time” education you need in order to complete the requirements of your position in a timely and appropriate manner.

Another resource will be the Curriculum Contact (i.e., “best buddy”) (CC). The CC will more than likely be another special educator within your building who is assigned to you as a person

you can contact on an as needed basis to answer the kinds of questions you would ask a colleague and can provide assistance in determining school-based practices (e.g., How are parent-teacher conferences scheduled?). How this relationship develops and the extent of support offered will depend on need, availability, and collaborative style. Hopefully, the relationship will develop and grow in the same manner as it would given any new teacher becoming a part of the school staff and connecting with a colleague who shares a similar assignment and/or interest.

Additionally, the intern will have an assigned university supervisor. The university supervisor will be available to assist the intern as needed. The university supervisor will conduct a minimum of one formal observation per semester. The university supervisor will also meet with the intern and the IM twice during each semester. Either the IM or the intern can contact the university supervisor at any time during the school year to request a meeting, voice concerns, or provide feedback.

The school district will designate a district administrator and/or building administrator to supervise the intern in the same manner as any first year special educator. Depending on district regulations, these administrators will conduct required observations and provide support as needed.

As always, evaluation and observation should be a joint venture between the intern and whoever is observing and providing feedback. A collaborative model leads to shared ownership and personal responsibility for growth and change. Further, self-evaluation and reflection are key components in developing an emerging self-awareness as a teacher. Later, self-evaluation and reflection will lead to increasing professionalism and continued growth as you acquire expertise.

At the conclusion of each student teaching semester, interns receive a grade of Pass (equivalent of a C or above) or No Pass (failure to meet established standards for student teaching). The grade, given by the university supervisor, incorporates feedback and recommendations from the IM and district administrators. Additionally, in order to receive a grade of Pass, the work sample must be complete and signed off as passed by the university supervisor. Failure to pass student teaching fall semester or to remain in good standing in the COE will result in termination of the internship agreement and subsequent removal from the classroom.

### **STUDENT TEACHING – TRADITIONAL/TEACHER OF RECORD**

As the teacher of record in a special education setting, the process of student teaching full-time while carrying out the numerous responsibilities you have been given by your school district is an intense experience. More than likely, you find yourself in this program because you were hired on a Restricted Transitional Teaching License and have already spent at least part of the previous school year as the teacher of record in a special education classroom. This school district provided and will continue to provide supports for you in this position. You will be able to complete all of the requirements for student teaching within your own classroom.

A university supervisor will be assigned to provide a liaison between Pacific University, yourself, and the school district. The university supervisor will schedule a minimum of eight observation visits over the school year, with at least one observation being of you participating in an IEP meeting, preferably as the case manager. An observation should be scheduled while you are teaching each of your work samples. The university supervisor will be available for support and assistance as needed, including with the required work samples. This support may occur via email, phone calls, or informal meetings.

The school district will continue to designate a district administrator and/or building administrator to supervise your performance as a special educator employed by the district. Depending on district regulations, these administrators will conduct required observations and provide support as needed.

To encourage continued growth as a special educator, evaluation and observation should be a joint venture between the teacher and whoever is observing and providing feedback. Self-evaluation and reflection are key components in an ever-increasing self-awareness as a teacher matures. A collaborative model leads to shared ownership and personal responsibility for growth and change.

At the conclusion of each student teaching semester, you will receive a grade of Pass (equivalent of a C or above) or No Pass (failure to meet established standards for student teaching). The grade, given by the university supervisor, may incorporate feedback and recommendations from district administrators. Additionally, in order to receive a grade of Pass, the work sample must be complete and signed off as passed by the university supervisor.

### **STUDENT TEACHING/PRACTICUM – ENDORSEMENT/AUTHORIZATION LEVEL**

As a general educator who has decided to add the Special Educator Endorsement or a special educator who needs to add an authorization level, you will need to complete at minimum a 90 contact hour (i.e., 2 credits) student teaching or special education practicum. If you are currently the teacher of record in a special education setting, you can complete the requirements within your assigned teaching responsibilities. If you are not the teacher of record in a special education setting (e.g., substitute, general educator), it will be necessary to identify a guest classroom for you to complete the field-based experience. It is also possible to complete the requirements for student teaching while working as an instructional assistant. If this is your situation, the classroom teacher is not your official mentor teacher and has limited responsibilities.

A university supervisor will be assigned to provide a liaison between Pacific University, yourself, and the school district. The university supervisor will schedule a minimum of three observation visits during the semester. If you are adding the endorsement, at least one observation will be of you participating in an IEP meeting, preferably as the case manager. One observation should occur while you are teaching your work sample. If distance and a short time frame limit opportunities for the university supervisor to observe, the candidate can videotape a lesson which can later be viewed by the university supervisor and the candidate together or simply by the university supervisor. In the event of a videotaped observation, time will be of the essence in receiving valuable feedback. The university supervisor will be available for support and assistance as needed, including the required work sample. This support may occur via email, phone calls, or informal meetings.

The school district will continue to designate a district administrator and/or building administrator to supervise your performance as a special educator employed by the district. Depending on district regulations, these administrators will conduct required observations and provide support as needed.

At this point in your teaching career, you may be an experienced educator or still new to the field. Regardless, this shift in your career is an opportune place to concentrate on your continued growth as an educator. Thus, evaluation and observation should be a joint venture between the teacher and whoever is observing and providing feedback. Self-evaluation and reflection are key components in an ever-increasing self-awareness as a teacher matures. A collaborative model leads to shared ownership and personal responsibility for growth and change.

At the conclusion of the student teaching semester, you will receive a grade of Pass (equivalent of a C or above) or No Pass (failure to meet established standards for student teaching). The grade, given by the university supervisor, may incorporate feedback and recommendations from district administrators. Additionally, in order to receive a grade of Pass, the work sample must be complete and signed off as passed by the university supervisor.

### **STUDENT TEACHING – TRADITIONAL**

The process of accepting responsibilities during the student teaching experience should be a gradual one, varying with each individual while still allowing the student teacher to assume increased classroom duties and instruction each week. The six stages, discussed in more detail later, include: orientation, observation, planning for teaching, participation as a team member, assuming teaching responsibilities, and teaching without full-time supervision.

Throughout the experience, student teachers should schedule regular conference times with their mentor teachers to share observations, raise and answer questions, socialize, and plan. Student teachers should plan carefully with their mentors, submitting unit or lesson plans in advance to facilitate review and discussion. Recording in a weekly log allows student teachers to summarize major responsibilities and activities. In addition, each student teacher will visit other classrooms, schools, and districts in order to observe and teach in settings that represent a broad range of teaching styles, methods of classroom organization, and students from varying socio-economic levels.

Evaluation is a continual process, not only through daily comments and observations by the mentor teacher, but through regular discussions and reference to the student teacher's progress toward the requirements of TSPC and Pacific University's COE evaluations. Student teachers assess their own performance and discuss evaluations with their mentors.

Assisting the liaison between the school and Pacific University is the university supervisor, who visits approximately every two weeks during the full-time student teaching semester. Student teachers also meet with university faculty as needed.

At the conclusion of the student teaching semester, student teachers receive a grade of Pass (equivalent of a C or above) or No Pass (failure to meet established standards for student teaching). The grade, given by the university supervisor, incorporates feedback and recommendations from mentor teachers. In addition, in order to receive a grade of Pass, the work sample(s) must be complete and signed off as passed by the university supervisor.

#### **The Student Teacher Role**

Depending on program track, the student teacher may begin immediately as the teacher of record or move from an observing and assisting role to a teaching role, practicing and demonstrating competencies under the guidance of a qualified mentor teacher. The student teacher's primary responsibilities are to:

- Develop competence in six key areas: planning for instruction, classroom and behavior management, implementing plans for instruction, evaluation of student achievement, professionalism, and special education knowledge
- Maintain high standards of professional and personal ethics in working with staff and students, maintaining confidentiality at all times
- Attend all classes and meetings regularly and punctually
- Develop, with the IM, district administrator, or mentor teacher, a schedule for assuming classroom responsibilities

- Encourage evaluation of lesson plans and teaching performance by the university supervisor, district administrator, or IM or mentor teacher and through self-assessment
- Learn and adhere to school, district, and state rules and policies pertaining to the school program
- Participate in the total school program (extracurricular activities, in-service programs, and other staff development activities)
- Read and progress toward requirements of TSPC and Pacific University's COE evaluations
- Invite the appropriate person to observe 2-3 times so that person can write a letter of recommendation.

### **The Mentor Teacher Role (for Traditional Student Teachers)**

The mentor teacher serves as the primary guide, support and model for the student teacher, while sharing classroom responsibilities and expertise. Through regular planning and feedback, the mentor teacher will suggest, demonstrate, analyze, evaluate, and reinforce learning experiences.

Perhaps the most difficult and challenging responsibility of a mentor teacher is allowing the student teacher to develop a personal teaching style, which may differ from that of the mentor teacher's. The mentor teacher will need to encourage the student teacher to be innovative and creative in the classroom. The university expects the student teacher to work within the curriculum that has been established in a school and to follow all school rules and procedures. At the same time, the student teacher should be given opportunities to try alternative instructional approaches and develop curriculum material in areas that have been approved by the mentor teacher.

Among other responsibilities, mentor teachers will:

- Provide the student teacher with a faculty handbook or source of information pertaining to building and district policies, procedures, and routines
- Introduce the student teacher as a colleague to students and staff
- Create an atmosphere of acceptance for the student teacher with the students, staff, and community
- Guide the student teacher in setting goals and objectives through planning, writing and revising lesson plans, using a variety of teaching strategies, measuring and evaluating student growth, and designing feedback techniques
- Guide the student teacher in writing individualized education plans (IEP), interpreting IEPs, planning instruction based on IEP goals, and summarizing progress towards IEP goals
- Inform the student teacher concerning background information of students and introduce available resource persons and materials
- Guide the student teacher in advancing from an assisting role to a primary teaching role while the mentor teacher moves to a supporting role
- Require the student teacher's self-evaluation through suggestions, constructive feedback, and encouragement
- Provide written comments on lesson plans following observations of the student teacher's teaching
- Provide opportunities for the student teacher to observe other teachers and programs
- Consult regularly with the university supervisor about the student teacher's progress
- Assist the student teacher in the development and implementation of two work samples
- Assist the student teacher in developing an individual teaching style
- Assist in development and monitoring of the student teacher's progress on TSPC and Pacific University's COE evaluations
- Recommend a Pass/No Pass grade based on student teacher's proficiency and completion of program requirements
- Complete and return a Pacific University COE program evaluation form.

## **Criteria for Selection of Mentor Teachers**

Mentor teachers are responsible for a major part of the learning-to-teach process. Selection procedures reflect the importance of this person's role in educating teachers. School districts and university faculty collaborate in selection of mentor teachers. The following selection criteria have been reviewed and approved by the COE's Education Consortium. The mentor teacher requirements include:

- Preparation in supervising, evaluating, and/or instructing student teachers
- Minimum of 3 years of successful classroom teaching, preferably in the district (and immediately prior to supervision of an student teacher), and at least one year in that particular school
- A current Oregon teaching license with appropriate endorsements for current assignments
- Demonstrated competence as a teacher
- A positive professional attitude and enthusiasm for teaching
- Understanding of effective teaching strategies
- Ability to relate to and communicate with other teachers, administrators, staff, children, and parents
- Skills in evaluating the performance of student teachers and a willingness to constructively share the evaluation with the student teacher and university supervisor
- Ability to adjust to change
- Ability to accept constructive criticism
- Ability to work cooperatively with the student teacher and university supervisor.

## **The Building Administrator**

In assuming responsibility for student teachers within the building, the building administrator:

- Assists in selecting mentor teachers
- Orients student teacher to the school's philosophy, policies, regulations, and the physical plant
- Helps student teacher become acquainted with the school staff
- Confers with the mentor teacher about the student teacher's progress
- Suggests teachers or schools as possible observation sites
- Communicates with the university supervisor.

## **The University Supervisor**

The university supervisor serves as the liaison person between the public schools and the university. The university supervisor will:

- Inform the district personnel about program expectations and requirements
- Meet with the IM, district administrator, or mentor teacher and student teacher to plan, implement, and evaluate the experience
- Visit and observe the student teacher's performance on an appropriate schedule during the student teaching semester
- Confer with the student teacher and mentor teacher or IM, if appropriate, after observations, and supply copies of written reports to the student teacher, mentor teacher or IM, if appropriate, building administrator, if appropriate, and the candidate's file
- Schedule conferences with the student teacher and IM or mentor teacher or building administrator to evaluate the experience at the middle and end of student teaching
- Consult with the student teacher to discuss the student teacher's progress with the work samples
- Assess the work samples required of each student teacher

- Monitor the student teacher's progress toward requirements listed on TSPC and Pacific University's COE evaluations
- Complete the student teaching evaluation forms for the student teacher's placement file.

# Student Teaching Placements

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Pacific University prepares special education teachers for two authorization levels: early childhood/elementary and middle/high school. Candidates needing a guest classroom to fulfill the requirements for student teaching will need to contact the Director of the Special Education Program, Dr. Christine A. Macfarlane ([macfarlane@pacificu.edu](mailto:macfarlane@pacificu.edu)) to confirm an appropriate placement. Candidates employed by a school district during a student teaching or practicum experience will need to obtain the necessary permission to fulfill the requirements of the field-based experience without compromising their current role and responsibilities. All candidates who are not the teacher of record will need a placement in a setting outside their place of work. This will require an unpaid leave of absence.

Two electronic forms need to be completed and returned the College of Education to assist in the student teaching placement process:

## 1. Candidate Resume Information Form

- This will be sent to schools, and functions both as your resume and our request for a placement for you.
- It is important to make a positive impression on paper, and to present your qualifications professionally and clearly.
- Please limit the length of this form to one page.

## 2. Candidate Placement Information Form

- This communicates your placement preferences and concerns to us.
- This form will not be sent to schools.
- Use this to communicate any geographic preference or district contacts you may have which may help us in our search for a placement for you.

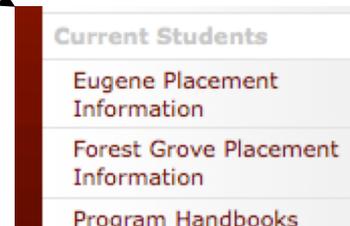
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### To complete these forms, please complete the following steps...

- For the forms, go to [www.pacificu.edu/coe](http://www.pacificu.edu/coe)
- Click on “Current Students” on the left side of the page.
- Click on “Forest Grove Placement Information.”
- A page will open showing the two forms and an explanation for downloading them.
- Download and save the forms to your computer.
- Fill out both forms as directed above.
- Rename and save the completed forms.

Save the forms as:

- ⇒ “Candidate info Yourlastname.doc”
- ⇒ “Placement info Yourlastname.doc”



Current Students
Eugene Placement Information
Forest Grove Placement Information
Program Handbooks

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Attach completed forms to an email and send to Field Placement Manager, Jennifer Bridgewater at [bridgewater@pacificu.edu](mailto:bridgewater@pacificu.edu).



## Stages of Responsibility

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Student teaching is a progression of experiences beginning with observations, shared responsibilities, and full-time teaching responsibilities. This learning process is guided by the expertise and modeling of the IM or mentor teacher, other educators and administrators, and the university supervisor.

Traditional student teachers assume responsibility in teaching through the following stages: orientation, observation, planning for teaching, participation as a team member, assuming teaching responsibilities for one or more periods per day, to teaching without full-time supervision. Interns and other teachers of record will need to begin teaching full time on the first day of class. However, there is important information to consider in each stage described.

### Stage 1: Orientation

Observing a master teacher establish classroom procedures, assess student needs, and introduce students to the school and classroom is important for all student teachers. Becoming acquainted with staff members, students, and the school building is the initial step in student teaching. Student teachers should familiarize themselves with the instructional and the non-instructional duties that teachers perform each day. This introduction begins during the first week of the student teaching experience.

The student teacher's orientation should include the following:

#### School

- Introduction of intern as teacher of record
- Obtain picture ID badge
- Information about the school community
- Tour of the building
- Awareness of faculty/student handbooks and policies
- Building hours and calendar for students and staff
- Obtain keys
- Obtain district email address and establish passwords for computerized grading and IEP programs
- Parking facilities
- Appropriate dress
- Rules: bus, cafeteria, fire drill, hall, etc.
- School-wide discipline policies
- School-wide behavior plan
- Duties: bus, cafeteria, hall, etc.
- Introduction to administrators, administrative assistants, custodians, resource personnel, other teachers, and instructional/educational assistants
- Use of school services
- Technology, AV, and office equipment
- Ordering films
- Library/media center
- Health services
- Guidance and counseling
- Student/child Study Team
- Special education
- Setting up IEP and other special education meetings
- Grade level configurations
- Use of building forms: attendance, accident, referral, student records, etc.

- School-related activities (open house, plays, sports, etc.)
- Faculty meetings and functions
- Phone numbers to contact school, IM or mentor teacher, building administrator, and university supervisor, in case of illness
- Procedures for obtaining a substitute, if the teacher of record

#### Classroom

- Set up desk(s) or work space(s)
- Class schedule - daily, weekly, term
- Arrangement of materials, equipment, bulletin boards, desks
- Seating plans
- Student case files and backgrounds
- Student behavior plans
- District scope and sequence, curriculum guides, unit plans, and textbooks
- District graduation requirements and planned course statements
- Classroom policies: discipline, bathroom, pencil sharpening, absences, etc.
- Introduction of student teacher as co-teacher to students
- Systems for evaluating student performance, determining and recording grades and/or data, preparing progress reports, and meeting with parents

#### Stage 2: Observation

During the first weeks of student teaching, the student teacher observes the mentor teacher in the classroom, focusing on how expectations are clarified to students, interpersonal style with students, methods of instruction, time management, etc. Length of time will vary with the individual and each situation, but it is necessary to include this stage. In the past, some eager student teachers have volunteered to teach lessons early in the experience, only to find themselves at a disadvantage later in dealing with class routines and management. During this period, the student teacher may also benefit from observing other teachers. If you are an intern, ask the IM to teach a model lesson while you observe. When observing during the first weeks and continuing throughout the year, the student teacher should note the following:

- Class routine
- Scheduling
- Attendance taking procedure
- Lunch routines
- Policies for bathroom, drinks, pencil sharpeners, etc.
- Method of collecting and distributing papers, etc.
- Student routines for moving between general education classrooms and special education
- Follow-up on absences, late assignments
- Classroom rules and discipline policy
- Manner in which mentor teacher interacts with classroom staff and related service personnel
- Manner in which mentor teacher interacts with general educators
- Record keeping, data collection, evaluation criteria, test construction, grading system, reporting method
- Student names (seating charts, class photos, and school annuals can be useful)
- Characteristics of students
- Behavior and work habits (alone/with others)
- Physical development
- Peer relations
- Emotional development
- Means of assessing student, including state-wide assessment

- Observation
- Initial assessment(s)
- Formative evaluation(s)
- Samples of students' work
- School records and test scores
- Conferences with mentor teacher, counselors, and parents
- Planning/preparation periods
- Case management
- Variety of methods of instruction
- Use of materials and equipment

### Stage 3: Planning for Teaching

Next the student teacher and mentor develop a tentative schedule of when the student teacher will assume class responsibilities. The plan should call for the student teacher to gradually add teaching tasks each week. During the planning stage, it is essential to become familiar with students' IEP goals and short-term objectives, classroom routines, curriculum materials as well as begin to select/plan unit/instructional objectives, appropriate learning experiences, and the evaluation of future units of study. The student teacher should also become acquainted with the students' backgrounds and specific curriculum requirements for the school. This is an excellent time to determine the content for your work samples.

### Stage 4: Participation as a Team Member

The student teacher now begins to assume minor roles in the classroom by helping with class routines, monitoring students, and working with individuals and small groups. Some of these tasks may also be performed during stage 2, the observation period.

- Take roll
- Prepare bulletin boards, charts
- Perform housekeeping duties
- Monitor students' group and independent practice of skills
- Help a student or small group
- Assist students with make-up work
- Give directions for an activity
- Grade papers
- Assist with extra duties, e.g., hall, cafeteria, bus, etc.
- Design a format for consistent mentor feedback

As student teachers familiarize themselves with various roles of teachers, they are encouraged to participate in the schools' extracurricular programs. Activities might include school programs, musical events, carnivals, clubs, athletics, publications, etc. At the same time, student teachers should always keep in mind their first responsibility is in the classroom and avoid extracurricular involvement at a level that might affect classroom performance.

### Stage 5: Assuming Teaching Responsibilities

During this stage, the student teacher begins to take responsibility for an entire lesson or class period. The student teacher and mentor should jointly determine when it is appropriate to begin this phase.

In many cases, the student teacher may begin teaching a lesson from the mentor teacher's plans. Often, it is advantageous to first observe the mentor teacher, adapt the plans, and follow

his/her model during a subsequent class period. Later, of course, the student teacher should create his/her own plans.

Before teaching lessons, the student teacher should discuss plans with the mentor teacher who can look for appropriateness of objectives, time allotments, types of activities, prepared handouts, tests, and offer any suggestions.

Should the mentor teacher remain in the classroom during initial lessons? This will vary. The student teacher and mentor teacher, in any event, should definitely discuss their preferences with each other during the initial stages of student teaching. Some student teachers find it easier to assert their authority in the beginning if they are alone with students in the room; others appreciate the extra support of their mentor teacher's presence. Often mentor teachers may be absent for the first part of the lesson and discreetly reappear later. (While in class, mentor teachers will invariably find their students continue to ask them questions. It is useful for the mentor teacher to redirect students to the student teacher, letting them know that "\_\_\_\_\_ is your teacher today.")

Although constant observation by a mentor teacher is not necessary, it is important to frequently monitor lessons and provide regular written feedback, reinforcement and suggestions both orally and in writing. A weekly formal observation followed by a conference can be extremely valuable. (See Supervision section.) Periodic lessons can also be videotaped; and student teachers and mentors should debrief the session together.

Once the student teacher takes responsibility for his/her own lessons, s/he must write the lesson plans. These plans should be shared with the mentor teacher during the week prior to teaching. This is important not only to inform the mentor teacher but also to solicit suggestions. Although consistency is important for students in the class, student teachers should also be guided to experiment with new approaches and develop their own teaching style.

Candidates must plan and implement two "units" with a minimum of 10 lessons each that can be written up as the required work samples (see Guidelines for Work Sample).

### Stage 6: Full Time Solo Teaching

During this stage, the student teacher takes full responsibility for all teaching. The student teacher keeps a lesson plan book, writes the lesson plans, organizes for the lesson, teaches the lessons, and follows through in appropriate ways. The student teacher may consult with the mentor teacher as s/he plans the lessons. The mentor teacher will observe formally and informally on a regular basis.

## **Supervision and Mentoring**

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Pacific University COE's program of supervision is based on a professional supervision cycle. This cycle involves planning, preconference, observation, debriefing, and reflection, all focused on a specific lesson or set of lessons. Steps leading to the successful use of this cycle are as follows:

Early in the semester the IM or mentor teacher or building administrator, student teacher/intern, and university supervisor confer to discuss university requirements, responsibilities of each person, guidelines for planning and implementing lessons, and the process of observing and evaluating each student teacher.

The student teacher and the university supervisor meet to discuss the supervision cycle and clarify the role of the university supervisor during the observations and the role of the IM or

mentor teacher during mentor observations. In some situations the building administrator will be school representative to this discussion.

### The Professional Supervision Cycle:

#### *Planning*

At the beginning of each week, the student teacher is expected to have an outline of all lessons that will be taught that week. The student teacher is expected to have complete lesson plans prepared and available for examination no later than the morning of the day these lessons will be taught. It is recommended that the student teacher and mentor teacher discuss lessons plans and review lessons on a daily basis. If you are the teacher of record, the building administrator may require lesson plans in advance in order to have enough time to provide feedback.

#### *Preconference*

Prior to an observation, the student teacher meets with the university supervisor or IM and explains objectives and plans. The student teacher then notes components of the lesson that may be strengths and weaknesses and may request the observer focus on certain aspects or concerns as noted by the student teacher. Under some circumstances the supervisor may determine elements of the lesson on which he or she will focus. This discussion may occur in person, by phone, or email. The supervisor may provide advance feedback about the lesson and suggestions.

#### *Observation*

The supervisor observes the lesson and records data based on the preconference as well as other observations and insights.

#### *Debrief*

Immediately after the lesson the student and the supervisor take time to debrief on the lesson noting areas of strength and areas to be improved. Together they analyze the lesson, sharing observations, perceptions, and insights. Typically, the student teacher might be guided to analyze the lesson through the following questions:

1. Did you meet your lesson objectives?
2. What were the strengths of your lesson?
3. What would you do differently?

#### *Reflection*

As soon as possible, the student teacher should capture his or her thoughts in a written reflection. Later, the student teacher will finish the reflection when he or she has had a chance to teach the same group again. The final reflection should be shared with the university supervisor and IM or mentor teacher.

It is recommended that the mentor teacher also use this cycle for observations. Each observation by the university supervisor, IM, or mentor teacher is formalized by means of a report and a copy is given to the student teacher. Copies should also be given to the mentor teacher and placed in the candidate's file.

IMs, mentor teachers, and administrators are encouraged to contact the university supervisor with any questions or concerns. Should the university supervisor be unavailable, IMs, mentor teachers, and administrators should contact the program director or coordinator.

## Evaluation

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Student teachers are evaluated according to their mastery of Pacific University COE's student teacher competencies. These are organized around six major areas:

- Planning for instruction
- Establishing a classroom climate conducive to learning
- Implementing instructional plans
- Evaluating student achievement
- Professionalism
- Subject matter competence

The first five areas are criteria set by the Teacher Standards and Practices Commission (TSPC) for licensure. The last is a Pacific University COE requirement.

It is essential that student teachers receive regular feedback, with a focus on growth as well as areas for improvement. The student teacher and supervisor(s) should each complete the appropriate Student Teacher Evaluations. A three-way conference is then held with the student teacher; the IM, mentor teacher, or administrator; and the university supervisor.

In order to pass student teaching and be recommended for licensure, candidates must meet competencies in each of the six areas designated on TSPC and Pacific University's COE Evaluations. Performance is assessed jointly by the university supervisor and designated school district person (e.g., mentor teacher, IM) and recorded on the evaluation.

In cases of disagreement concerning the student teacher's final evaluation, candidates should appeal to the appropriate appellate body.

## Oregon Laws and Student Teachers

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According to Oregon school law, school boards may contract with approved teacher education institutions to allow the use of their schools for training students of approved teacher education institutions.

Student teachers have full authority to teach during their assignment times, and such assignments have the same effect as if they held valid teaching licenses.

Student Teachers may not serve as substitute teachers. In the absence of the mentor teacher, a regular substitute teacher must be assigned to the class.

## Policies Regarding Student Teachers

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### *Dress*

Student teachers are expected to dress professionally. Style of dress should be consistent with, or slightly more formal than, that of other teachers at the school.

### *Absences*

Prompt and regular attendance is essential; however, when a student teacher must be absent, it is essential that he or she notify the mentor teacher and the university supervisor prior to the time school begins on the morning of the absence. Every effort should be made to make necessary arrangements.

Student teachers who are also the teacher of record must follow school district policy in the event of an absence. Interns should also let their IM know if they are going to be absent. If an observation has been scheduled, the supervisor should be notified as soon as possible so as to avoid unnecessary travel.

This is a professional degree/licensure program. Student teachers should consider the field experiences, university class sessions, and full-time student teaching as they would a regular, full-time teaching position. Excessive absences or tardiness reflect poorly on the candidate's professional and personal commitment and could result in termination from the program.

#### *Vacations*

Student teachers follow the school district's schedule for holidays and in-service days.

#### *Seminars*

Student teachers must work with their mentors and administrators to allow adequate time to travel to the university for seminars. These seminars are designed to support continuing professional growth during the term, enhance communication, and assist the candidate to prepare for the next steps of licensure and job search.

#### *Liability*

School districts provide limited liability coverage for student teachers. Candidates are encouraged to acquire additional coverage through homeowner's insurance or through a student membership in the Oregon Education Association (OEA). Student membership in OEA is free, but you must complete a membership application. Applications are available in the Education Office. As the teacher of record, please check with the school district to determine what your liability coverage is.

#### *Removal and/or Termination of a Student Teacher from Placement*

When a university supervisor becomes aware of a serious problem with the teaching performance of a student teacher, the following procedures apply.

- Notify the SPED Program Director and set up a meeting to include the Program Director and/or Coordinator and appropriate school personnel, university supervisor, and student teacher.
- The university supervisor and school personnel will have the following materials available for the meeting: all observation reports and a completed midplacement evaluation report.
- At that meeting the following should occur:
  - Candidate is apprised of the specific deficiencies in performance relative to the competencies required of teachers in OAR 584-060-0040.
  - A plan is devised for candidate to correct deficiencies
  - A timeline for correcting deficiencies is determined.

The results of the meeting – deficiencies, plan, and timeline – shall be communicated by the Program Director in written format to the student teacher. Copies will be sent to the appropriate campus COE dean, school personnel, university supervisor, and mentor teacher or IM, and placed in the candidate's file.

At the end of the determined time line, the university supervisor, IM or mentor teacher, and student teacher will meet to assess progress. Participants at the earlier meeting may also attend this meeting if determined necessary. If sufficient progress has been made to continue student teaching, the cycle of plan and timeline can be repeated. The university supervisor will provide a written record of this meeting including further plans and timelines to the candidate with copies to the IM or mentor teacher, Program Director, identified COE dean, and school personnel and placed in the candidate's file.

If the university supervisor and mentor teacher consider the progress insufficient to continue student teaching, the Program Director will meet with the student teacher, university supervisor, IM or mentor teacher, and school personnel at the placement site.

- University supervisor should bring observation reports and an updated midplacement evaluation report.
- Candidate will be notified at meeting that student teaching will not continue.
- Candidate will subsequently be notified in writing that student teaching is terminated. Copies will go to the Program Director, identified COE dean, school personnel, university supervisor, and IM or mentor teacher and in the candidate's file.
- The Program Director and university supervisor will make a recommendation to the Dean of the COE concerning a second placement, remedial process, or termination from the program.

If a second placement is deemed appropriate:

- Candidate will receive an Incomplete in student teaching. The Incomplete will not be removed until all requirements are met.
- With respect to confidentiality and reason, school personnel at the second placement site shall be made aware it is a second placement for the student teacher.
- If the second placement continues into the following semester, the candidate shall not be charged again for student teaching.
- If appropriate, and with agreement of the student teacher, a new university supervisor will be assigned.

The TSPC requirement for 15 weeks of student teaching may, but not necessarily shall, be met by combining successful experience in the first and second placement.

- Candidate must meet the requirement to teach two work samples.
- The university supervisor will make weekly observations in the new placement, if necessary.
- At the direction of the Program Director, the student teacher must participate in any remedial coursework, remedial tasks, or plans of assistance in advance of or during the second placement.
- The student teacher may not participate in graduation ceremonies until requirements are met.

If student teaching is terminated:

- The student teacher will be notified in writing student teaching is terminated. Copies will go to the university supervisor, IM or mentor teacher, Dean of the College of Education, and school personnel and the candidate's file.
- Candidate will receive a NP for student teaching.
- The candidate may request a program transfer to the MAE and with the appropriate and required number of hours may be granted an MAE, a non-licensure degree.
- The Registrar, Business Office, and Financial Aid will be notified.

## **Procedures for Differing Evaluation and Appeals**

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The Dean of the College of Education will insure that the following procedures are implemented, as required by Oregon Administrative Rule 584-17-0035.

Procedure to resolve differing evaluations between University and school district supervising teachers.

- a. In the event of a disagreement regarding midplacement evaluation, additional observations will be scheduled.

- b. If a concern is expressed by the candidate, the University, or the school district, observation(s) shall be made by representatives from both the school district and the University. If the candidate requests, (s)he may select a third observer.
- c. At the conclusion of student teaching, if disagreement exists between the University and school district supervisors regarding the final evaluation, the College of Education appropriate appeals committee will arbitrate the matter.
- d. Failing resolution of the matter at this level, the candidate may carry an appeal to the appropriate University appeals committee.

Procedure for candidate appeal if the University declines to nominate the candidate for certification.

- a. The candidate will receive written notification from the Dean that he or she will not be recommended for certification.
- b. The candidate may submit a written petition to the College of Education appropriate appeals committee appealing that decision.
- c. The committee will review and respond to the petition within one week.
- d. Failing resolution of the matter at this level, the candidate may carry an appeal to the University appropriate appeals committee.

## Licensure

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Candidates must assume responsibility for applying for teaching licenses in Oregon and other states. Forms for Oregon licensure are available in the College of Education office or available online at <http://www.tspc.state.or.us/forms>. Specific questions should be addressed to Teacher Standards and Practices Commission (503) 378-3586. Candidates applying for an Initial Teaching License may *Fastrack* their application through the University.

### **“Fast Track” Licensure Procedures (ONLY for those earning their first Initial Teaching License)**

Upon successful completion of the Pacific University College of Education Special Education Program, candidates must submit the following information to Teacher Standards and Practices Commission:

- C-1 Application for Educator License
- \$100 application fee

The University will complete a C-2 form to verify that the following requirements have been fulfilled:

Bachelor’s Degree (official transcripts on file)	Character Clearance (fingerprints)
Civil Rights Exam	Basic skills competency
Content Knowledge (NES test)	Pacific University Program Requirements
Evidence of Effectiveness (work samples)	

### **Licensure Procedures (ONLY for those adding an endorsement to an existing license)**

Upon successful completion of the Pacific University College of Education Special Education Program, candidates must submit the following information to Teacher Standards and Practices Commission:

- C-1 Application for Educator License
- \$100 application fee
- Original passing test scores
- Official transcript from Pacific University

***Candidates must also complete a C-2 Information Sheet and submit to Pacific University for processing.***



## **Kappa Delta Pi Honor Society in Education**

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All candidates who have a 3.25 cumulative graduate GPA and who have participated in a community service project may apply for membership in Kappa Delta Pi.

What are the benefits of belonging to such an organization?

- You will receive a newsletter and a journal on a regular basis.
- You have access to regional conferences.
- You have access to scholarships.
- You are building a network of professional contact and affiliations.
- You grow as a professional
- You will be recognized at graduation by wearing an honor cord and your name will appear in the commencement program under Awards and Recognition.

The opportunity to apply will be announced during Fall Semester. Elaine Coughlin is the Pacific University chapter advisor for the Forest Grove campus. Please contact her at 503-352-1460 with any questions you might have.



## Dispositions Issues Procedure

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When a faculty member or supervisor becomes aware of a problem or issue related to the Candidate Dispositions Assessment, the following procedures apply.

1. Faculty member will notify the student (candidate) of a concern and will set up a meeting to review the dispositions. The student will be asked to complete Candidate Dispositions Self-Assessment form to bring to the meeting. The faculty member will bring the Candidate Dispositions Assessment form and documented evidence of concerns to the meeting. At that meeting the following will occur:
  - a. The student and faculty member will review the Candidate Dispositions Self-Assessment.
  - b. The student will be apprised of the specific deficiencies relative to the competencies required in the Dispositions document.
  - c. A plan will be devised for the student to correct the deficiencies.
  - d. A timeline for correction will be determined. The results of the meeting – deficiencies, plan, and timeline – will be summarized in writing and copies provided to the student, the strand or program coordinator, and the Dean of the College of Education; a copy will be placed in the student's file.
2. At the end of the determined timeline, the faculty member, strand/program coordinator, and student will meet to assess the progress. If sufficient progress has been made, it will be noted in writing and the student will continue on with coursework and program. Copies summarizing this meeting will be given to the student, the strand/program coordinator, the Dean; a copy will be placed in the student's file.
3. If the faculty member and strand/program coordinator feel that insufficient progress has been made, the Dean will hold a meeting with the student and the faculty member and strand/program coordinator. Faculty members will bring documentation of issues, observation reports, and updated observations to the meeting.
  - a. At that meeting all parties will affirm that the student will not continue on to the next phase of the program.
  - b. The candidate will be subsequently notified in writing that s/he will not be able to continue in the licensure program. Copies will go to the Dean of the College of Education, Dean of Students, strand/program coordinator and student file.



# Candidate Dispositions Self-Assessment

Name \_\_\_\_\_

Date \_\_\_\_\_

Please evaluate yourself in the following areas (1-2 = needs improvement; 3 = satisfactory; 4-5 = excellent). Areas that need improvement, as evaluated by faculty, will be the subject of a conference according to the Dispositions Issues Procedure.

## 1) **Candidate is working towards cultural competence.**

*Value Statement: Has a commitment to respect humanity in all its diversity*

- Understands cultural competence and acts in accordance
- Is cognizant of and applies relevant sections from the TSPC handbook on “Discrimination and the Oregon Educator”
- Is deliberate in holding self, peers, and students accountable for disrespectful language or actions
- Affirms and otherwise nurtures practices that advance equity and diversity

1

2

3

4

5

Comments:

## 2) **Candidate interacts constructively.**

*Value Statement: Interacts constructively with students and their parents as well as colleagues, administrators, and other school/University personnel, to achieve both instructional and relational goals*

- Interacts with university faculty and staff respectfully
- Interacts with classmates in a courteous manner
- Is able to disagree respectfully
- Demonstrates flexibility and cooperation in working with others
- Accommodates, respects, and values the cultural beliefs and practices of those she/he interacts with, modeling the principles of cultural competence
- Models the principles of cultural competence

1

2

3

4

5

Comments:

**3) Candidate is ethical and professional.**

*Value Statement: Demonstrates ethical and professional behavior (a) in the classroom and (b) in the community*

- Honors confidentiality issues associated with teaching
- Exemplifies good citizenship and cultural competency in all social interactions
- Arrives to class on time and prepared; turns in assignments on time
- If absence is necessary, communicates with professor and makes up work in a timely manner
- Interacts professionally and respectfully with school personnel, parents and other members of the community
- Responds appropriately to feedback; accepts constructive feedback
- Acts affirmatively in advancing and honoring the ethics of diversity including holding self and others accountable to standards and expectations stipulated in TSPC’s “Discrimination and the Oregon Educator”
- Written communication is acceptably free of grammatical and spelling errors
- Avoids any violation of the Code of Academic and Professional Conduct

1       2       3       4       5

Comments:

**4) Candidate is a reflective practitioner.**

*Value Statement: Continually studies and reflects upon theory, research, practice, and the available resources in order to improve teaching effectiveness*

- Exhibits an appropriate level of critical thinking in an organized written format
- Is able to act, study and learn independently
- Uses research appropriately to inform planning, teaching, management, assessment and all phases of instruction
- Is able to articulate and defend beliefs and/or ideas in an organized oral and/or written format

1       2       3       4       5

Comments:

**5) Candidate contributes to the learning community.**

*Value Statement: Exhibits energy, drive, and determination to make one’s school and classroom the best possible environment for teaching and learning*

- Participates in class discussions and activities thoughtfully
- Respects cultural diversity and demonstrates understanding of issues of privilege and power
- Seeks clarification and extra help appropriately

1       2       3       4       5

Comments:

**PACIFIC UNIVERSITY COLLEGE OF EDUCATION  
MIDPLACEMENT STUDENT TEACHING PROGRESS REPORT**

Student Teacher (Candidate) \_\_\_\_\_ Semester/Year \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Subject/Grade \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

**Directions:** This evaluation form provides midplacement feedback to the student teacher and Pacific University faculty members. The following standards, set by Teacher Standards and Practices Commission (TSPC) and Pacific University College of Education faculty members, require student teachers to demonstrate the knowledge, skills, and competencies necessary for good teaching and learning at the following license level (check appropriate level):

Early Childhood \_\_\_\_\_ Elementary \_\_\_\_\_ Middle Level \_\_\_\_\_ High School \_\_\_\_\_

Circle the level of proficiency demonstrated by the student teacher at this point in the student teaching experience. By the conclusion of the student teaching experience, student teachers should be able to demonstrate proficiency at a level 3 or above in each of the standards in order to earn the Oregon Initial Teaching License.

**Rating Scale for Standards One through Five:**

0	1 – 2	3 – 4	5 - 6
<b>Not yet able</b> to demonstrate the knowledge, skills, and competencies needed to meet the needs of <b>many</b> learners. <b>(Has not met the standards</b> for the Initial Teaching License during this practicum.)	<b>Developing awareness</b> and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of <b>most</b> diverse learners. <b>(Has the potential to meet the standards</b> for the Initial Teaching License.)	<b>Knows and demonstrates</b> the knowledge, skills, and competencies needed to meet the needs of <b>most</b> diverse learners. <b>(Regularly meets the standards</b> for the Initial Teaching License.)	<b>Knows and demonstrates well</b> the knowledge, skills, and competencies needed to meet the needs of <b>most</b> diverse learners. <b>(Exceeds the standards</b> for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)

<b>STANDARD 1: PLAN FOR INSTRUCTION</b> <b>Candidate plans instruction that supports student progress in learning and is appropriate for the developmental level and demonstrates ability to:</b>	No opportunity to demonstrate proficiency	<b>Rating Scale – circle the appropriate number that describes the level of proficiency at this time.</b>
a. Select or write learning goals for units of instruction that are consistent with the school's long term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;		0 1 2 3 4 5 6
b. Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction;		0 1 2 3 4 5 6
c. Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;		0 1 2 3 4 5 6
d. Determine content, skills and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;		0 1 2 3 4 5 6
e. Select and organize materials, equipment, and technologies needed to teach a unit of instruction;		0 1 2 3 4 5 6
f. Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds;		0 1 2 3 4 5 6
g. Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving.		0 1 2 3 4 5 6
<b>Composite Score for Standard One:</b>		<b>0 1 2 3 4 5 6</b>

<b>STANDARD 2: ESTABLISH CLASSROOM CLIMATE</b> <b>Candidate establishes a classroom climate conducive to learning and demonstrates ability to:</b>	<b>No opportunity to demonstrate proficiency</b>	<b>Rating Scale – circle the appropriate number that describes the level of proficiency at this time.</b>
a. Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;		0 1 2 3 4 5 6
b. Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;		0 1 2 3 4 5 6
c. Employ equitable practices that are just and that support a least restrictive environment for all students;		0 1 2 3 4 5 6
d. Model and reinforce classroom social behavior that supports student learning and development;		0 1 2 3 4 5 6
e. Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior;		0 1 2 3 4 5 6
f. Monitor student conduct, and take appropriate action when misbehavior occurs;		0 1 2 3 4 5 6
g. Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts;		0 1 2 3 4 5 6
h. Use classroom time effectively to provide maximum time for learning;		0 1 2 3 4 5 6
i. Manage instructional transitions decisively and without loss of instructional time;		0 1 2 3 4 5 6
j. Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons;		0 1 2 3 4 5 6
k. Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.		0 1 2 3 4 5 6
<b>Composite Score for Standard Two:</b>		<b>0 1 2 3 4 5 6</b>

<b>STANDARD 3: STANDARDS BASED TEACHING</b> <b>Candidate engages students in planned learning activities and demonstrates ability to:</b>	<b>No opportunity to demonstrate proficiency</b>	<b>Rating Scale – circle the appropriate number that describes the level of proficiency at this time.</b>
a. Choose organizational structures appropriate for the objectives of instruction;		0 1 2 3 4 5 6
b. Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;		0 1 2 3 4 5 6
c. Implement instructional plans that employ knowledge of subject matter and basic skills;		0 1 2 3 4 5 6
d. Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;		0 1 2 3 4 5 6
e. Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking;		0 1 2 3 4 5 6
f. Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.		0 1 2 3 4 5 6
<b>Composite Score for Standard Three:</b>		<b>0 1 2 3 4 5 6</b>

<b>STANDARD 4: ASSESSMENT</b> Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:	No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.
a. Select or develop non-biased, valid and reliable tests, performance measures, observations, student interviews, or other formal or informal assessment procedures to determine the progress of all students;		0 1 2 3 4 5 6
b. Document student progress in accomplishing State-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;		0 1 2 3 4 5 6
c. Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;		0 1 2 3 4 5 6
d. Assemble, reflect upon, interpret and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further instruction.		0 1 2 3 4 5 6
<b>Composite Score for Standard Four:</b>		<b>0 1 2 3 4 5 6</b>

<b>STANDARD 5: CONTENT KNOWLEDGE</b> Candidate employs pedagogical content knowledge and demonstrates ability to:	No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.
a. Understand the subject(s) being taught and appreciate how knowledge in that subject is created, organized, and linked to other disciplines and applied in real-world settings;		0 1 2 3 4 5 6
b. Select and sequence disciplinary content to support future learning in and out of school;		0 1 2 3 4 5 6
c. Evaluate students' initial conceptions and provide opportunities to gain a deeper and more useful understanding;		0 1 2 3 4 5 6
d. Present content in a variety of ways that are clear and appropriate for students;		0 1 2 3 4 5 6
e. Adapt/modify content knowledge for exceptional learners, including talented and gifted;		0 1 2 3 4 5 6
f. Link content to students' knowledge, experience and interests as well as to other content disciplines and real world phenomena;		0 1 2 3 4 5 6
g. Utilize a range of instructional resources and technology tools to enhance learning;		0 1 2 3 4 5 6
h. Engage students in pedagogically powerful applications of technology that foster learning;		0 1 2 3 4 5 6
i. Provide opportunities for students to use content knowledge to think and problem solve.		0 1 2 3 4 5 6
<b>Composite Score for Standard Five:</b>		<b>0 1 2 3 4 5 6</b>

**Rating Scale for Standard Six: PROFESSIONAL BEHAVIOR**

0	1 – 2	3 – 4	5 - 6
Not yet able to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has not met Standard Six for the Initial Teaching License during this student teaching practicum.)	Developing awareness and beginning to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has the potential to meet Standard Six for the Initial Teaching License.)	Knows and demonstrates on a regular basis the professional behaviors, ethics, and values required of a licensed educator. (Regularly meets Standard Six for the Initial Teaching License.)	Knows and demonstrates well professional behaviors, ethics, and values required of a licensed educator. (Exceeds Standard Six for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)
<b>STANDARD 6: PROFESSIONAL BEHAVIOR</b> Candidate exhibits professional behaviors, ethics, and values and demonstrates ability to:		No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.
a. Be dependable, conscientious, and punctual;			0 1 2 3 4 5 6
b. Meet work schedule demands;			0 1 2 3 4 5 6
c. Be aware of the importance of dressing appropriately;			0 1 2 3 4 5 6
d. Be aware of, and act in accordance with, school policies and practices;			0 1 2 3 4 5 6
e. Understand the organizational culture and expectations that operate within a school and that impact students and student learning;			0 1 2 3 4 5 6
f. Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;			0 1 2 3 4 5 6
g. Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;			0 1 2 3 4 5 6
h. Perform advisory functions for students in formal and informal settings;			0 1 2 3 4 5 6
i. Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;			0 1 2 3 4 5 6
j. Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning;			0 1 2 3 4 5 6
k. Exhibit energy, drive and determination to become a professional educator.			0 1 2 3 4 5 6
<b>Composite Score for Standard Six:</b>			0 1 2 3 4 5 6

**Comments:** If you gave a rating of less than '3' on any competency, please elaborate.

**Goals for remainder of student teaching:**

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\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

*Please return completed form to University Supervisor. Copies to Mentor Teacher, Student Teacher, and Candidate's file.*

*Revised 8/07*

## PACIFIC UNIVERSITY COLLEGE OF EDUCATION STUDENT TEACHER SUMMARY EVALUATION

Student Teacher (Candidate) \_\_\_\_\_ Semester/Year \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Subject/Grade \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

**Directions:** This evaluation form will provide summary feedback to the student teacher and Pacific University faculty members. The following standards, set by Teacher Standards and Practices Commission (TSPC) and Pacific University College of Education faculty members, require student teachers to demonstrate the knowledge, skills, and competencies necessary for good teaching and learning at the following license level (check appropriate level):

Early Childhood \_\_\_\_\_ Elementary \_\_\_\_\_ Middle Level \_\_\_\_\_ High School \_\_\_\_\_

Circle the level of proficiency demonstrated by the student teacher at the conclusion of the student teaching experience for each of the competencies listed below. Student teachers should be able to demonstrate proficiency at a **level 3 or 4** in each Standard in order to earn the Initial Teaching License. Indicate whether the student teacher has met or not met the requirements for each standard. **The Pacific University Supervisor and the Mentor Teacher both need to indicate that each of the Standards has been met in order for the student teacher to be eligible for the Initial Teaching License.**

### Rating Scale for Standards One through Five:

0	1 – 2	3 – 4	5 - 6
<b>Not yet able</b> to demonstrate the knowledge, skills, and competencies needed to meet the needs of <b>many</b> learners. <b>(Has not met the standards</b> for the Initial Teaching License during student teaching.)	<b>Developing awareness</b> and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of <b>most</b> diverse learners. <b>(Has the potential to meet the standards</b> for the Initial Teaching License.)	<b>Knows and demonstrates</b> the knowledge, skills, and competencies needed to meet the needs of <b>most</b> diverse learners. <b>(Regularly meets the standards</b> for the Initial Teaching License.)	<b>Knows and demonstrates well</b> the knowledge, skills, and competencies needed to meet the needs of <b>most</b> diverse learners. <b>(Exceeds the standards</b> for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)

<b>STANDARD 1: PLAN FOR INSTRUCTION</b> Candidate plans instruction that supports student progress in learning and is appropriate for the developmental level and demonstrates ability to:	<b>University Supervisor</b>	<b>Mentor Teacher</b>
a. Select or write learning goals for units of instruction that are consistent with the school's long term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
c. Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
d. Determine content, skills and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
e. Select and organize materials, equipment, and technologies needed to teach a unit of instruction;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
f. Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
g. Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving.	0 1 2 3 4 5 6	0 1 2 3 4 5 6
<b>Composite Score for Standard One:</b>	<b>0 1 2 3 4 5 6</b> <b>Met <input type="checkbox"/> Not Met <input type="checkbox"/></b>	<b>0 1 2 3 4 5 6</b> <b>Met <input type="checkbox"/> Not Met <input type="checkbox"/></b>

<b>STANDARD 2: ESTABLISH CLASSROOM CLIMATE</b> Candidate establishes a classroom climate conducive to learning and demonstrates ability to:	<b>University Supervisor</b>	<b>Mentor Teacher</b>
a. Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
c. Employ equitable practices that are just and that support a least restrictive environment for all students;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
d. Model and reinforce classroom social behavior that supports student learning and development;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
e. Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
f. Monitor student conduct, and take appropriate action when misbehavior occurs;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
g. Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
h. Use classroom time effectively to provide maximum time for learning;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
i. Manage instructional transitions decisively and without loss of instructional time;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
j. Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
k. Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.	0 1 2 3 4 5 6	0 1 2 3 4 5 6
<b>Composite Score for Standard Two:</b>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>

<b>STANDARD 3: STANDARDS BASED TEACHING</b> Candidate engages students in planned learning activities and demonstrates ability to:	<b>University Supervisor</b>	<b>Mentor Teacher</b>
a. Choose organizational structures appropriate for the objectives of instruction;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
c. Implement instructional plans that employ knowledge of subject matter and basic skills;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
d. Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
e. Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
f. Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.	0 1 2 3 4 5 6	0 1 2 3 4 5 6
<b>Composite Score for Standard Three:</b>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>

<b>STANDARD 4: ASSESSMENT</b> Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:	<b>University Supervisor</b>	<b>Mentor Teacher</b>
a. Select or develop non-biased, valid and reliable tests, performance measures, observations, student interviews, or other formal or informal assessment procedures to determine the progress of all students;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. Document student progress in accomplishing State-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
c. Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
d. Assemble, reflect upon, interpret and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further instruction.	0 1 2 3 4 5 6	0 1 2 3 4 5 6
<b>Composite Score for Standard Four:</b>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>

<b>STANDARD 5: CONTENT KNOWLEDGE</b> Candidate employs pedagogical content knowledge and demonstrates ability to:	<b>University Supervisor</b>	<b>Mentor Teacher</b>
a. Understand the subject(s) being taught and appreciate how knowledge in that subject is created, organized, and linked to other disciplines and applied in real-world settings;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. Select and sequence disciplinary content to support future learning in and out of school;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
c. Evaluate students' initial conceptions and provide opportunities to gain a deeper and more useful understanding;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
d. Present content in a variety of ways that are clear and appropriate for students;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
e. Adapt/modify content knowledge for exceptional learners, including talented and gifted;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
f. Link content to students' knowledge, experience and interests as well as to other content disciplines and real world phenomena;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
g. Utilize a range of instructional resources and technology tools to enhance learning;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
h. Engage students in pedagogically powerful applications of technology that foster learning;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
i. Provide opportunities for students to use content knowledge to think and problem solve.	0 1 2 3 4 5 6	0 1 2 3 4 5 6
<b>Composite Score for Standard Five:</b>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>

**Rating Scale for Standard Six: PROFESSIONAL BEHAVIOR**

0	1 – 2	3 – 4	5 - 6
Not yet able to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has not met Standard Six for the Initial Teaching License during this practicum.)	Developing awareness and beginning to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has the potential to meet Standard Six for the Initial Teaching License.)	Knows and demonstrates on a regular basis the professional behaviors, ethics, and values required of a licensed educator. (Regularly meets Standard Six for the Initial Teaching License.)	Knows and demonstrates well professional behaviors, ethics, and values required of a licensed educator. (Exceeds Standard Six for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)
<b>STANDARD 6: PROFESSIONAL BEHAVIOR</b> Candidate exhibits professional behaviors, ethics, and values and demonstrates ability to:		<b>University Supervisor</b>	<b>Mentor Teacher</b>
a. Be dependable, conscientious, and punctual;	0 1 2 3 4 5 6	0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. Meet work schedule demands;	0 1 2 3 4 5 6	0 1 2 3 4 5 6	0 1 2 3 4 5 6
c. Be aware of the importance of dressing appropriately;	0 1 2 3 4 5 6	0 1 2 3 4 5 6	0 1 2 3 4 5 6
d. Be aware of, and act in accordance with, school policies and practices;	0 1 2 3 4 5 6	0 1 2 3 4 5 6	0 1 2 3 4 5 6
e. Understand the organizational culture and expectations that operate within a school and that impact students and student learning;	0 1 2 3 4 5 6	0 1 2 3 4 5 6	0 1 2 3 4 5 6
f. Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;	0 1 2 3 4 5 6	0 1 2 3 4 5 6	0 1 2 3 4 5 6
g. Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;	0 1 2 3 4 5 6	0 1 2 3 4 5 6	0 1 2 3 4 5 6
h. Perform advisory functions for students in formal and informal settings;	0 1 2 3 4 5 6	0 1 2 3 4 5 6	0 1 2 3 4 5 6
i. Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;	0 1 2 3 4 5 6	0 1 2 3 4 5 6	0 1 2 3 4 5 6
j. Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning;	0 1 2 3 4 5 6	0 1 2 3 4 5 6	0 1 2 3 4 5 6
k. Exhibit energy, drive and determination to become a professional educator.	0 1 2 3 4 5 6	0 1 2 3 4 5 6	0 1 2 3 4 5 6
<b>Composite Score for Standard Six:</b>	<b>0 1 2 3 4 5 6</b>	<b>0 1 2 3 4 5 6</b>	<b>0 1 2 3 4 5 6</b>
	Met <input type="checkbox"/> Not Met <input type="checkbox"/>	Met <input type="checkbox"/> Not Met <input type="checkbox"/>	Met <input type="checkbox"/> Not Met <input type="checkbox"/>

Comments:

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We have conferred in the summary of the candidate's classroom performance and work samples. Our signatures below attest to our professional judgment regarding the student teacher's performance on the Pacific University and TSPC-prescribed teaching competencies.

\_\_\_\_\_  
Signature of University Supervisor

\_\_\_\_\_  
Printed Name of University Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Mentor Teacher

\_\_\_\_\_  
Printed Name of Mentor Teacher

\_\_\_\_\_  
Date

**Please return completed form to University Supervisor. Copies to Mentor Teacher, Student Teacher, and Candidate's file.**

Revised 8/07

## Pacific University Contact Information

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Kaitlyn Varuska	Registrar's Office	503.352.2776	<a href="mailto:kaitlyn@pacificu.edu">kaitlyn@pacificu.edu</a>	MARSH
University Information Services (UIS)		503.352.3132	<a href="mailto:help@pacificu.edu">help@pacificu.edu</a>	MARSH
Campus Public Safety		503.352.2230		

## **Campus Map**

A detailed campus map can be found at

<http://www.pacificu.edu/about/location/campusmap.cfm>.