College of Education
School of Learning and Teaching

Transforming Education Through Communities of Learners

Pacific University Oregon

Program Handbook
2015-2016

Eugene Campus

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WELCOME

Pacific University's College of Education School of Learning and Teaching (SLT) welcomes candidates to a challenging program of professional growth and development. This handbook defines the roles and responsibilities of teacher candidates, interns, cooperating teachers, intern mentors, curriculum contacts, and administrators from cooperating school districts, and University faculty participating in Pacific University's initial licensure programs. We ask you to use it as a preliminary guide for the program and field-based experiences.

At Pacific, we believe nothing is more important than helping children to see all the possibilities that the world holds for them. We believe nothing is more rewarding than the struggling student who triumphs because he knows his teacher cares. We believe nothing is more valuable than a teacher's gift for igniting the love of learning. Because of these beliefs we have infused all our programs with the key elements of our College of Education mission: "Transforming education through communities of learners, with a focus on promoting cultural competence, creating student-centered classrooms, and enhancing learning through technology."

When you join one of our learning communities you will experience faculty and staff members who are committed to supporting and challenging you to be prepared as exceptional teachers in a rapidly changing world. We'll assist you towards the goal of transforming the lives of your students. Our dynamic education programs are highly respected by school district leaders in Oregon and across the country. We will provide you with the theoretical foundation, practical knowledge, skills, and experience you need to be a professional educator in your chosen specialty.

We are committed to increasing our sphere of influence and deepening our commitment to quality. Thus, our licensure programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC) and our degree programs are accredited by the Northwest Commission on Colleges and Universities (NWCCU). Further, the College of Education is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP).

GENERAL INFORMATION

MISSION & STANDARDS

Mission of the College of Education

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.
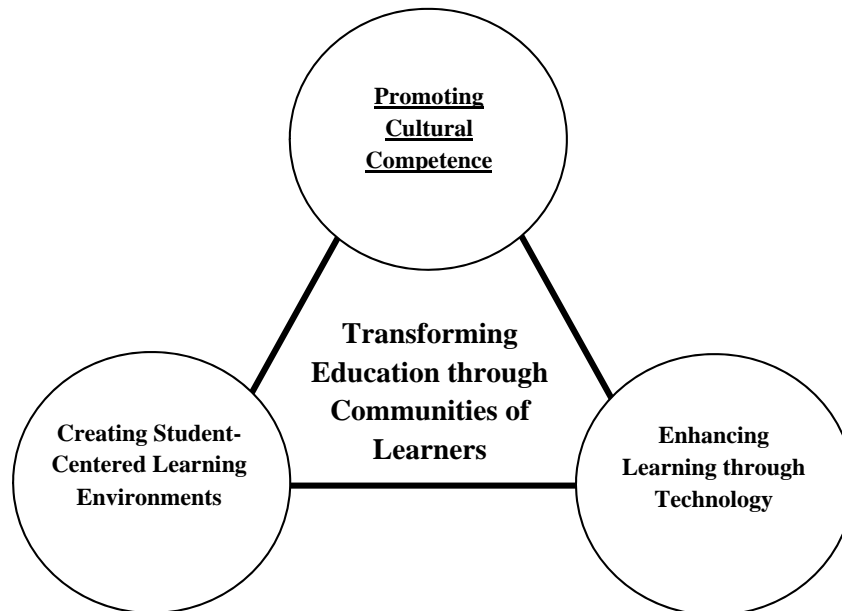
PHILOSOPHICAL FOCUS OF THE CONCEPTUAL FRAMEWORK

Statement of Professional Commitment

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

Code of Academic and Professional Conduct

The goal of the College of Education is to provide an educational experience through which candidates 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 candidates in meeting the requirements of membership in the teaching profession, candidates 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 candidates in regard to them.

The following behaviors, along with those stated in the Standards for Competent and Ethical Performance of Oregon 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:** Candidates 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. Candidates are expected to work cooperatively with others; participate and share information; treat faculty and staff, peers, PreK-12 students and cooperating teachers with respect; display a willingness to learn and accept constructive criticism; be punctual; and demonstrate behavior that contributes to a positive learning environment.
- **Attendance:** Candidates 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. Candidates 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. Candidates are expected to initiate and pursue, study independently and to accept responsibility for their own learning.
- **Appearance:** Candidates are expected to observe professional guidelines for appropriate dress and hygiene.
- **Research:** Candidates are required to abide by the ethical principles of research with human participants as defined by the American Psychological Association and the Institutional Review Board at Pacific University.
- **Citizenship:** Candidates 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**: Candidates are expected to follow all guidelines set forth by Pacific University including those concerning smoking, parking, and alcohol use on campus.

For a complete list of Pacific University's academic policies and procedures, please go to the online academic catalog located at http://www.pacificu.edu/about-us/offices/registrar/academic-catalog.

Standards for Competent and Ethical Performance of Oregon Educators

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

The Competent Educator
584-020-0010
The educator demonstrates a commitment to:
1. Recognize the worth and dignity of all persons and respect for each individual;
2. Encourage scholarship;
3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment and
6. Promote equitable learning opportunities.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342-143 & 342.175 - 342-190
Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TSPC 7-2007, f. & cert. ef. 12-14-07

The Ethical Educator
584-020-0035

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 the student's family;

(b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and

(c) Maintain an appropriate professional student-teacher relationship by:

(A) Not demonstrating or expressing professionally inappropriate interest in a student's personal life;

(B) Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;

(C) Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and

(D) Honoring appropriate adult boundaries with students in conduct and conversations at all times.

(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 or purposes 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.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TS 7-1989, f. & cert. ef. 12-13-89; TSPC 8-1998, f. & cert. ef. 12-9-98; TSPC 7-2007, f. & cert. ef. 12-14-07

Academic and Professional Standards

Good standing in the College of Education SLT is defined as:

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

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

Satisfactory performance in courses is defined as maintaining a 3.00 minimum GPA in all professional education and endorsement area coursework with no grade lower than a C; a C- is not acceptable.

Satisfactory performance in practica, student teaching placements and internships is defined as completing them with a grade of Pass.

Candidates are expected to demonstrate behavior consistent with the Pacific University Code of Academic and Professional Conduct, the most current ethical code established by the Teacher Standards and Practices Commission, and the most current state and federal laws governing the conduct of educators. 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 candidates register each term. Candidates 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. Candidates must maintain good standing in the program in order to be eligible for federally funded financial aid or University/College of Education scholarships.

COLLEGE OF EDUCATION POLICIES

Full & Part-time Student Status

Graduate degree-seeking students carrying 8 credits or higher per term are considered full-time; 4 credits is considered half-time. Non-degree seeking students carrying 12 credits or higher a term are considered full-time; 6 credits is considered half-time.

Graduation

Degree candidates must submit an Application for Degree to the Registrar's Office to graduate.
- For Eugene Candidates wishing to receive degrees in December and/or participate in the December commencement, degree applications are due to the Registrar's Office by October 15.

All candidates receiving degrees are encouraged to participate in the University's hooding and commencement ceremonies. Candidates who are within 4 credits of completing their programs may participate in the December ceremony.

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 Academic Catalog (http://www.pacificu.edu/about-us/offices/registrar/academic-catalog) and the Oregon Administrative Rules pertaining to teaching and teacher licensure. A teacher candidate who is not performing adequately will receive notification through verbal feedback, individual advisement, and/or written notification.

The overall academic progress of each candidate is reviewed at the end of each grading period by the Program Coordinator. **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. Candidates may not register for student teaching with a recorded substandard grade** or with a cumulative GPA of less than 3.0. Additionally, candidates 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 candidate to initiate with the course instructor, and agree in writing to, a means of rectifying the substandard grade.

Instructor Responsibilities

The College of Education expects that its instructors will design and teach courses that appropriately challenge candidates. 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 candidates' 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 candidates' 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.

Course Attendance

Candidates have a personal and professional responsibility for course classroom attendance, active participation, timely completion of assignments, and attendance at practica and student teaching placements.

While Pacific University believes that candidates should be in attendance at all class sessions, individual faculty members are responsible for notifying candidates of attendance expectations in their courses at the beginning of each term and may lower a candidate's grade for poor attendance or participation. Candidates 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 cooperating teacher. This may encompass, but is not limited to, after school or before school activities, evening events, in-service 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 candidate is responsible for notifying their cooperating teacher and university supervisor in a timely fashion, and may be required to provide a medical note from their doctor.

Attendance at regularly scheduled classes is limited to candidates 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.

Cell Phone Protocol

During all school placements, classes and seminars, please 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 teacher candidate in one of Pacific University's Teacher Preparation programs, we encourage you to have a laptop and use it as a professional tool both as a graduate student and a teacher candidate. 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 but we ask that you refrain from using the internet for emailing or exploring content irrelevant to class topics.

Confidentiality Protocol

During the course of this program many opportunities will emerge for you to talk about, ask questions about, and discuss students, parents of students, 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.

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

Grading Policy

The College of Education uses an "A" through "F" grading scale including "+" and "-"as well as Pass/No Pass. In College of Education graduate courses, all work below a "C" is considered failing and is not credited toward a graduate degree or licensure.

Incomplete Grades

An instructor 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. Prior to submitting an incomplete grade, the instructor and the student complete an Incomplete Grade Contract detailing the completion and submission deadline of all remaining work. After submission of the work, the instructor completes a Grade Change form and submits it to the Director of the SLT for approval; the form is then processed by the Registrar. Candidates may not begin student teaching until all Incomplete grades are removed.

Appeals Procedure

A student may appeal a decision of the College of Education related to academic standing by submitting a letter to the Director within ten business days of the decision. The appeal will be heard before a committee of five members convened by the Director. 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.

Candidate Dispositions

The COE is committed to promoting and developing positive dispositions in our candidates to ensure their success as future educators and leaders in their community. In support of this, candidate disposition self-assessments will be conducted by candidates at key points during the program (e.g. end of semester advising sessions with the Program Coordinator(s)). (See Appendices Section for additional information about Candidate Dispositions.)

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 candidate without previous warning at any time in his or her academic career. If such a violation occurs while a candidate is student teaching, the candidate may be removed from student teaching pending an investigation.

Any faculty member, instructor or individual with direct knowledge of a candidate's violation of the Code of Academic and Professional Conduct may notify the Director of the violation. The notice must be in writing and signed. The Director 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 Director 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 SLT Director and/or Dean of the College of Education will consider a recommendation for dismissal for any of the following:

- If a candidate fails to sustain satisfactory progress toward completion of the degree or licensure program because one or more substandard grades exist on the student's transcript at any time;
- 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 candidate will have received warnings that his or her work is less than satisfactory before dismissal. However, a candidate may, for adequate cause, be dismissed without previous warning. Per university policy, a candidate 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 student teaching placement. Those procedures are described in this program handbook.

GETTING STARTED AT PACIFIC

Advising

Your advisor is assigned based on your program. Please contact the campus Student Services Manager or campus Coordinator for questions about your advisor.

- Eugene Campus – Shelly Knight – sknight@pacificu.edu or 541-485-6812

Important Dates

8/31/15	Orientation
8/31/15	First day of fall term
11/25/15 – 11/27/15	Thanksgiving Holiday (No Classes/Campus Closed)
12/25/15 – 1/3/16	Winter Break (No Classes/Campus Closed)
1/4/16	Classes resume after Winter Break
1/18/16	Martin Luther King Jr. Day (Campus Closed)
2/1/16	Spring semester begins
3/21/16 – 3/25/16	Spring Break (No Classes)
5/30/16	Memorial Day (Campus Closed)
7/4/16	Independence Day (No Classes/Campus Closed)
9/5/16	Labor Day (No Classes/Campus Closed)
August – December 2016	Full-time Student Teaching
December 2016	Graduation (Date to be announced)

Campus Specific Services

- School of Learning and Teaching Offices: Stop by the office if you have questions or need information. Faculty mailboxes are located in the campus offices.
- Mailboxes: All students will be given a mailbox. Please check your mailbox frequently for communications from SLT faculty and administration as well as from other Pacific University departments.
- Student Lounge: The student lounge has a soda machine, refrigerator, and microwave for student use. Recycling bins for aluminum, plastic and glass are also located here. Please clean up after yourself.
- The Student Lounge also has a copy machine for student use. You are given $60 per year ($30 in Fall term/$30 in Spring term). If you print more than $30 worth per semester, your student account will be billed for the excess amount. If you do not use your full $30/semester worth of printing during fall term, your balance will be carried over to spring term.
- Computer Lab: SLT students have access to the computer lab. Campus lab hours are posted on the lab door and the COE website (http://www.pacificu.edu/coe). Please note that lab hours are subject to change without notice.
- There is a bulletin board located in the student lounge containing job announcements, books for sale, etc.

- Student Resources: Students can find us on Facebook and Twitter. Job postings and other important education articles and information are posted on these sites. Please follow and/or like our pages.

Fingerprints

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 candidates 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 your campus Student Services Manager.

- Eugene Campus - Shelly Knight can be reached at sknight@pacificu.edu or 541-485-6812

PLEASE FOLLOW THESE STEPS FOR SUCCESSFUL FINGERPRINT SCANNING AND HANDLING

STEP 1: Student/Candidate completes PA-1 form and turns in to campus personnel along with a check or money order in the amount of $57.00 payable to TSPC (Teacher Standards and Practices Commission). **Student/Candidates will return the completed PA-1 form along with check or money order to Shelly Knight by AUGUST 31, 2015.**
STEP 2: Pacific University sends completed PA-1 form along with your payment to TSPC.
STEP 3: TSPC emails instructions to the **student/candidate** for accessing *FieldPrint (new fingerprint scanning system).*
STEP 4: Through the *FieldPrint* website (http://fieldprintoregon.com/) **student/candidate** schedules an appointment at a convenient *FieldPrint* location to have their fingerprints scanned; please note the fee required (currently $12.50).
STEP 5: Once *FieldPrint* scans and sends your fingerprints to the Oregon State Police and FBI for processing, and your prints have been cleared, **student/candidate and Pacific University** will receive notification from TSPC that results are ready for viewing on the TSPC Educator Lookup website (http://www.tspc.oregon.gov/lookup).

If you have questions, please contact your campus specific Student Services Manager. See contact information above.

Student Handbook

The Pacific University Student Handbook can be accessed online at the Pacific University website (http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/student-code-conduct) 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.

Student Account Information

Your user name, called your "PUNet ID," and password grants access to all Pacific web-based services including email, computer labs, Boxer Apps, Moodle, and Boxer Online (student account information). Both your PUNet ID and your password are case-sensitive.

You should be able to access this information at this time. If you are not able, please contact the Technology Information Center (TIC) at 503-352-1500 for assistance with setting up your student account.

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 Pacific's After-Hours Policy), and declining balance (printing and copying).

Photographs for Boxer Cards will be taken on the day of orientation. Boxer Cards will be delivered to Eugene campus students within the first two weeks of school.

Communication

⚠ **Email to your Pacific University email account is the official means of communication throughout Pacific University. All University departments use your Pacific University email for correspondence. Please check your Pacific University email account regularly for instructor correspondence, important updates and information.**

You may have your Pacific email account 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.

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

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 for Speakers of Other Languages).   Registration forms are available on the College of Education website and must be returned to Shelly Knight for processing.

For questions about class schedules or registration procedures, please contact Shelly Knight, Student Services Manager at 541-485-6812 or sknight@pacificu.edu.

Drop/Add Policy

The Initial Licensure 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 Coordinator. You may not drop or add a class without written permission from the 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 health 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 online on the Business Office website at http://www.pacificu.edu/about-us/offices/business-office/forms. If you have already been charged and would like to waive insurance coverage, Pacific University has 30 days from the start of 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.

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 http://www.pacificu.edu/about-us/student-health-center/required-immunizations-forms.

Registration for spring semester will be delayed without proper immunization paperwork.

Textbooks & Course Materials

Books and course packets are not included in tuition costs.
Textbooks are available for purchase or rent at the Pacific University Bookstore website at http://pacific.bncollege.com. They may also be purchased online at one of your preferred providers.

Pacific University Bookstore 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.

Student Services

- **Transportation:**
  - o Bus – You can purchase a monthly bus pass from LTD at several locations: most 7-11 stores, the U of O Bookstore, Lane Community College Bookstore, Gateway and Valley River Center Malls, and the LTD Customer Service Center at 1080 Willamette Street.
  - o Walk or Bicycle – There is a bicycle rack in front of the building. Please do not bring bicycles into the building at any time. Be sure to lock bicycles and be advised that Pacific University is not responsible for any stolen bicycles.
  - o Private car - Students may park in nearby city lots - 10th and Olive (by Bradford's Stereo), 8th and Olive (by US Bank), and the Oak Street Overpark (spanning 10th and Oak). You can use nearby parking meters, but this is not recommended.
- **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/future-graduate-professional/colleges/college-education.
- **Eugene and University of Oregon Knight Libraries:** Pacific University students may use the Eugene or University of Oregon's Knight Library. You must have a current date sticker on your Pacific ID in order to check out any items from the library.
- **Eugene Campus Gym Facilities:** Pacific University has partnered with International Fitness to offer gym membership at a reduced rate of $79 for three months. For more information, please contact Shei Perez at International Fitness (541-741-2444). International Fitness has three locations (Green Acres Rd., Q Street, and Gateway Rd). The price quoted is for the Gateway Road location. You will need to show your Pacific University in order to take advantage of this rate. Exercise class schedules are posted in the student lounge, along with hours of operation.
- **Technology Information Department:** University Information Services has produced an information guide for using the University's technology services. You can access a number of these information sheets including "Using MyAccount & BoxerMail" by navigating to http://www.pacificu.edu/about-us/offices/university-information-services/technology-help-resources.
- **Learning Support Services for Pacific University Students With Disabilities**
  Learning Support Services for (Pacific University) Students with Disabilities (LSS) coordinates educational accommodations for students with disabilities. Disabilities may be learning related, medical, physical or psychological and may be permanent or temporary. Examples of accommodations include extended test time and secluded testing, accessible or alternate format course materials, and note-takers.

  Academic standards require qualified documentation from licensed care providers or others who meet federal guidelines in order to receive accommodation. Students are responsible for furnishing this documentation to the University through LSS. The University encourages students, faculty and staff to work together to adapt services to students' individual situations. Accommodations will begin once all the documentation is completed. The University welcomes students to be forthcoming about their status and needs at any

time. The Office of Learning Support Services can be reached at lss@pacificu.edu or 503-352-2147. Go to http://www.pacificu.edu/studentlife/lss for more information. The University complies with all applicable law regarding disabilities. Questions or concerns about University policy or compliance may be directed to the Dean of Students.

For a complete list of Pacific University's academic policies and procedures, please go to the online academic catalog located at http://www.pacificu.edu/about-us/offices/registrar/academic-catalog.

Professional Organizations

All students are encouraged to join a professional organization. What are the benefits of belonging to such an organization?

- Most organizations will send you a newsletter and a journal on a regular basis as a part of your membership perks.
- You will have access to regional conferences.
- You are building a network of professional contacts and affiliations.
- The information you receive from these organizations will help you grow as a professional.

We realize that funds may be a bit tight after paying your tuition bill, but there is money available for membership in these organizations through the Pacific University Student Government Council. You will elect a representative to serve on this council and your representative will provide you with information about how to access the funds.

Things to know. . .

Main Campus Address:	Eugene Campus Address:
2043 College Way	40 E. Broadway #250
Forest Grove, OR 97116	Eugene, OR 97401
1-877-722-8648	541-485-6812

Withdrawals, Adds/Drops, or Waivers:
Please refer to the online catalog for more information on withdrawing from courses or the program as a whole. **Refunds are tied to add/drop dates so please pay particular attention to this if needed.**

Waivers:
If you believe you are eligible for a course waiver, please contact your advisor prior to the start date of the course.

Loan Deferments:
If you need to defer a previous student loan you may either mail your deferment request to our Registrar's office at the main campus or submit the information electronically on BoxerOnline.
Strand Changes:

If you wish to change strands, it must be completed within 2 months of beginning the program. A form is available in the office and must be approved. You may contact your advisor for details of strand descriptions.

Immunizations:
All immunizations must be turned in within 1 month from the beginning of the program. Having immunization records on file is required by Oregon state law.

TESTING INFORMATION

What tests should I take, and when should I take them?

Program	Test	When Required
All Programs All Levels	**ORELA Protecting Student & Civil Rights in the Educational Environment** www.orela.nesinc.com	Prior to Program Start Date
ECE/ELEM	**NES Elementary Education Exam** – Both subtests are required www.orela.nesinc.com • **Subtest I**: Reading, English Language Arts and Social Studies • **Subtest II**: Mathematics, Science, The Arts, Health and Fitness *Required for General Educators* *Optional for Special Educators (to become Highly Qualified)*	End of Methodology Coursework
	NES Special Education Test www.orela.nesinc.com *Required for Special Educators*	End of Methodology Coursework
ELEM/MS	**NES Elementary Education Exam** – Both subtests are required www.orela.nesinc.com • **Subtest I**: Reading, English Language Arts and Social Studies • **Subtest II**: Mathematics, Science, The Arts, Health and Fitness *Required for General Educators – Optional for Special Educators (to become Highly Qualified)*	End of Methodology Coursework
	Middle Grades Examination required for Highly Qualified Designation www.orela.nesinc.com Candidates can choose from any of the following: • Middle Grades English Language Arts • Middle Grades General Science • Middle Grades Social Science • Middle Grades Mathematics Alternately, candidates may choose to complete a secondary level subject matter exam.	Prior to Student Teaching
ML/HS	**Subject Matter Examination** – www.orela.nesinc.com Please refer to the Minimum Passing Scores for Oregon Licensure page for additional test information.	Prior to Program Start Date

Minimum Passing Scores for Oregon Licensure

NES Elementary Education Examination	Passing Score
Subtest I: Reading, English Language Arts and Social Studies	**227**
Subtest II: Mathematics, Science, The Arts, Health and Fitness	**228**
Middle Level Highly Qualified Tests	**Passing Score**
Middle Grades English Language Arts	**222**
Middle Grades General Science	**228**
Middle Grades Social Science	**227**
Note: Middle level tests for language arts, science, and social studies are only valid to teach at the middle school level	
Middle Level Basic Math Endorsement	**Passing Score**
Middle Grades Mathematics (Basic Math)	**225**
The Basic Math endorsement is *valid to teach any course in middle school or high school* at or below Algebra I, including Remedial Math; Mathematics; Basic Math; Math Concepts (grades 6-8); Pre-Algebra; Introductory Algebra; Basic Algebra; Algebra I; Competency Mathematics; Consumer Mathematics; General Math I & II; Mathematics Fundamentals; Math Lab; Middle Mathematics Skills; Problem Solving; and other math-related courses at or below the Algebra I level.	
Subject Matter Examinations	**Passing Score**
**Art	**230**
Biology (middle school or high school endorsements)	**220**
Note: Valid to teach Biology; Agriculture; Animal Systems; Chemistry: Life Science; Natural Resources; Plan Systems and Zoology and other specialized courses.	
Business Education (middle school or high school endorsement)	**234**
Chemistry (Middle school and/or high school endorsement)	**220**
Note: Valid to teach Chemistry; Integrated Science; Life & Physical Sciences; Physics; Technical Science and other specialty courses.	
Chinese (Mandarin)	**220**
English to Speakers of Other Languages (ESOL)	**228**

French (Middle school and/or high school endorsement)	**220**
German (Middle school and/or high school endorsement)	**220**
Health (Middle school and/or high school endorsement)	**240**
Note: Valid to teach Health Education; Advanced Health; Food and Fitness; Drug Education; Health Promotion; Health and Wellness Education; Individual Health Projects; Chemical and Substance Abuse Education; Family Living; and other health-related courses and activities.	
Integrated Science	
General Science	**220**
Note: Valid to teach Agriculture; Anatomy; General Biology; Botany; General Chemistry; Earth Science; Integrated Science; Life & Physical Science; National Resources; General Physics and other specialized courses.	
Language Arts (Middle school and/or high school endorsement)	
English Language Arts	**236**
*Marketing (see below)	
Mathematics, Advanced (Middle school and/or high school endorsement)	
Mathematics	**225**
Note: Valid to teach Advanced Algebra; Trigonometry; Pre-Calculus; Calculus; Statistics & Probability; Geometry; Survey Geometry; Trigonometry Analysis; and other math-related courses. Required to teach above the Algebra I level.	
Mathematics, Basic (Middle school and/or high school endorsement)	
Middle Grades Mathematics	**225**
Note: Valid to teach any course in middle school or high school at or below Algebra I including Remedial Math; Mathematics; Basic Math; Math Concepts (grades 6-8); Pre-Algebra; Introductory Algebra; Basic Algebra; Algebra I: Competency Mathematics: Consumer Mathematics: General Math I & II: Mathematics Fundamentals; Math Lab; Middle Mathematics Skills; Problem Solving, and other math-related courses at or below the Algebra I level.	
**Music	**220**
**Physical Education	**224**
Note: Valid to teach games and sports skills; Gymnastics; Movement; Personal & Social Development; Physical Fitness and Body Development; Rhythms; Adaptive motor skills, and athletic training.	

Physics (Middle school and/or high school endorsement)	**232**
Note: Valid to teach Astronomy; Chemistry; Integrated Science; Life & Physical Sciences; Meteorology; Physics; Robotics; Technical Science and other specialized courses	
*Reading Specialist (see below)	
Social Studies (Middle school and/or high school endorsement)	
Social Science	**237**
Spanish	**226**
Special Education	**228**

The following tests are currently being offered as part of the Praxis II series through ETS. You can obtain information about test dates, locations, and on-line registration at the Praxis website (www.ets.org/praxis).

Subject Endorsements	Test Number	Passing Score
Marketing (High school level only)		
Marketing Education	**10561**	**163**
Reading Specialist	**5301**	**164**

Subjects for Which No Exam is Required

A transcript evaluation is required to qualify for these endorsements. In addition, to be recommended for an endorsement in either Japanese or Russian, candidates must achieve a score of Intermediate High or above on the American Council on the Teaching of Foreign Languages Oral Proficiency Interview and the Writing Proficiency Test. See ACTFL website for additional information.

Drama (Middle school and/or high school endorsement)
Japanese (Middle school and/or high school endorsement)
Russian (Middle school and/or high school endorsement)

ORELA Civil Rights	Passing Score
Protecting Student and Civil Rights in the Educational Environment Examination	**240**

**The following subject areas do not require the NES Elementary Education Subtest I and Subtest II Examinations. (All other licensure tests still apply for these endorsements):

- Art

- ESOL and ESOL/Bilingual
- Music
- Physical Education
- Reading

BACHELOR OF EDUCATION PROGRAM

B.Ed. PROGRAM OVERVIEW

The Bachelor of Education in Elementary Education and English Language Learning is a unique degree completion program based upon principles of community-based teacher education with the expressed goal of training professional educators as Teachers, Leaders, and Advocates for a multilingual and diverse student population. Completion of the degree prepares teacher candidates for Oregon licensure and Oregon English for Speakers of Other Languages (ESOL) endorsement.

You will begin intensive coursework in late August by taking foundational coursework in community building, schooling and politics, and educational psychology. This coursework will continue through the entire fall semester.

Over the next couple of semesters, you will be participating in methodology coursework. This means coursework in reading, writing, math, science, health, and expressive arts.

Degree Requirements for the B.Ed.

To earn the B.Ed. degree, students complete 58 credits at Pacific University's Eugene campus. Prior to matriculation into the Bachelor of Education in Elementary Education and English Language Learning program, students must have completed an AAOT degree OR at least 75% of the coursework listed below. Students without an AAOT must complete all of the coursework below, but may enroll in the remaining 25% of courses while enrolled at pacific. Substitutions/exceptions to these courses may be approved prior to admission to the B.Ed.

- Writing (4 semester/6 quarter credits minimum)
    - Must include 1 English Composition course
- Humanities (10 semester/15 quarter credits minimum): Humanities, Communication, Philosophy, English, Literature, Art, Music, Theater, Religion, Music Performance
    - Must include 1 English or Humanities; 1 Communication or Speech; 1 Philosophy
- Social Science (6 semester/10 quarter credits minimum): History, Psychology, Sociology, Anthropology, Economics, Political Science, Geography, Human Development and Family Studies
    - Must include 1 Psychology or Human Development and Family Studies course
- Mathematics (6 semester/10 quarter credits minimum)
- Natural Science (6 semester/10 quarter credits minimum)
    - Must include 1 lab course
- Education or Early Childhood Education (4 semester/6 quarter credits minimum):
    - Must include an Introduction to Education or Foundations of Education course

- World Language/Foreign Language proficiency:
  - Must demonstrate competency in a language other than English: pass any 103-level language course OR pass a Pacific University or community college challenge exam reflecting 103-level proficiency. Language requirement may be waived for native speakers of other languages in consultation with the World Language Department or by successful completion of 50% of the admissions interview in the foreign language, evaluated by a qualified speaker of the language.

B.Ed. Program Transition Points

Listed below are the transition points you will encounter over the course of your program and the requirements you must fulfill in order to continue to the next block. Examples of the evaluation instruments are contained in the Appendix.

Program or Transition Point Requirements	Completion Deadline
Completed Admissions Documents (including two essays)	Prior to Admission
Official Transcripts Submitted	Prior to Admission
Admission Evaluation Form	Prior to Admission
Interview	Prior to Admission
Confirmation of Admission	Prior to Program Start Date
Submit Insurance Waiver to Business Office, if necessary	Prior to Program Start Date
Immunization Forms submitted to Health Office	Prior to Program Start Date
Review of Program Handbook	Orientation
Candidate Dispositions (not to be turned in)	Orientation
Submission of TSPC Documents (fingerprints, PA-1 form)	Orientation
Observation Journal and Reflection	Ongoing
Passing Test Scores on ORELA – Protecting Student & Civil Rights Test	Early in Fall Term
Successful Completion of Fall Semester Coursework	End of Fall (1st) Term
Candidate Dispositions Clearance	End of Fall (1st) Term
Practicum/Field Experience Candidate Evaluation by Cooperating Teacher	End of Fall (1st) Term
Completion of Methodology Coursework	Prior to Student Teaching
Candidate Dispositions Clearance	End of each term
ECE/ELEM ONLY – (General & Special Education) Passing Test Scores on NES Elementary Education Subtests I & II	At completion of methods coursework – Prior to Student Teaching
Completion of Teacher Inquiry Project/edTPA portfolio (Evaluated by University Personnel)	Completion of Program
Midplacement Evaluation of Student Teaching for two placements	Completion of Program
Summary Evaluation of Student Teaching with passing grade for two placements	Completion of program

B.ED. CURRICULUM PLAN

The Bachelor of Education in Elementary Education and English Language Learning program prepares teacher candidates to be teacher leaders and advocates. Each semester includes school-based teaching experiences, individual mentoring, and integration of coursework. Upon completion of the Bachelor of Education in Elementary Education and English Language Learning, teacher candidates will be prepared for the preliminary Oregon teacher licensure in elementary education and may choose to pursue an English for Speakers of Other Languages (ESOL) endorsement.

Term	Course #	Course Title	Credits
Fall 2015	EDLL 315	Political & Cultural Context of Schooling	2
Fall 2015	EDLL 320	Applied Human Development & Psychology	3
Fall 2015	EDLL 360	Technology Across the Curriculum	2
Fall 2015	EDLL 375	Culture, Power & Identity: Becoming a Teacher Leader and Advocate I	2
Fall 2015	SPED 305	Exceptionalities	2
Fall 2015	EDLL 365	Clinical Observation	1
Spring 2016	EDLL 300	Experiential & Inquiry Learning in Early Childhood and Elementary Classrooms	2
Spring 2016	EDLL 310	Integrated Social Studies Methods	2
Spring 2016	EDLL 380	Planning, Managing, Implementing and Assessing Instruction	4
Spring 2016	EDUC 411	Differentiation and Collaboration in the Inclusive Classroom	2
Spring 2016	EDUC 420	Language Acquisition in Children	2
Summer 2016	EDLL 325	Expressive Arts Methods	2
Summer 2016	EDLL 330	Science/Health Methods	2
Summer 2016	EDLL 390	Teacher as Researcher I	2
Fall 2016	EDLL 400	Culture, Power & Identity: Becoming a Teacher Leader & Advocate II	2
Fall 2016	EDLL 410	Teacher as Researcher II	2

Fall 2016	EDLL 420	Math Methods	3
Fall 2016	EDLL 425	Literacy Methods (Clinical Focus)	6
Fall 2016	EDUC 397	Field Experience	1
Spring 2017	EDLL 450	Culture, Power & Identity: Becoming a Teacher Leader & Advocate III	2
Spring 2017	EDLL 475	Student Teaching	12

Graduates who have completed the B.Ed. in Elementary Education and English Language Learning (EDLL) with an ESOL Concentration (Eugene Campus) may choose to pursue an ESOL Endorsement by completing two more courses beyond the required B.Ed. coursework and fulfilling the Oregon Teacher Standards and Practices Commission (TSPC) requirements:

EDLL 350   Linguistics for Early Childhood and Elementary Education
EDLL 475   ESOL Practicum

Teacher Inquiry Project for the B.Ed. Program:
As a cumulative project of the B.Ed. program, teacher candidates will have opportunity to demonstrate their abilities to be a Teacher, Leader, and Advocate through a final Teacher Inquiry Project. The project may incorporate edTPA tasks as necessary. The teacher candidate will demonstrate *teaching* abilities through lesson planning, implementation, and assessment; *leadership* through action research; and *advocacy* through deliberate strategies to teach all children and work within a collaborative school and community setting. Teacher candidates will select a specific teaching strategy based upon their own professional goals and the needs of children in the classroom. Upon completion of the project, the teacher candidate will demonstrate:
   a) An ability to plan and implement lessons using a specific strategy for teaching English language learners;
   b) Collect authentic and meaningful data for assessing effectiveness of teaching strategy and student learning;
   c) Analyze and interpret data using multiple sources and perspectives;
   d) Reteach and adjust teaching and learning based upon data.
   The Teacher Inquiry Project will involve three cycles of planning, data collection, and analysis.

edTPA
TSPC also requires that all teacher candidates pass the edTPA, a teacher performance assessment. The edTPA assessment provides opportunity for teacher candidates to demonstrate their ability to teach both literacy and mathematics in early childhood or elementary grades. Teacher candidates will plan and assess their teaching through the completion of four tasks:

Tasks 1–3: Elementary Literacy Tasks—For the Elementary Literacy Tasks, teacher candidates will

document a cycle of teaching that includes planning 3–5 lessons, video recording themselves teaching, and analyzing teaching and students' learning, with attention to students' academic language development and use.

Task 4: Elementary Mathematics Assessment Task—For the Elementary Mathematics Task, teacher candidates will focus on analysis of students' learning in mathematics (drawn from a learning segment of 3–5 lessons) and a re-engagement lesson that addresses students' learning needs.

All tasks must be completed within a formal student teaching experience. Tasks 1 – 3 are integrated into the EDLL 425 Literacy Methods clinical and Task 4 is integrated into the EDLL 420 Math Methods clinical. Tasks 1 – 4 may be repeated during final student teaching during the Teacher Inquiry Project. While the B.Ed. program prepares teacher candidates for these assessment tasks, the teacher candidate is responsible to collect evidence, and submit artifacts and commentaries for scoring as required by edTPA.

Complete information and instructions for edTPA can be found in the edTPA Elementary Education and Early Childhood Education handbooks.

<u>Preparing for Required Examinations & Performance Tasks</u>
Pacific University College of Education is committed to assisting all qualified teacher candidates for success in meeting testing requirements and in completion of the edTPA. Assistance may include individual counseling and tutoring, practice testing, specific training in test preparation. edTPA requirements are embedded into all course work.   Please contact Pacific University Eugene faculty or advisors for additional assistance.

English for Speakers of Other Languages (ESOL) Concentration
 B.Ed. teacher candidates complete coursework, clinical experiences, and practica to earn the English for Speakers of Other Languages concentration. An endorsement is an addition to the Initial Oregon Teaching License. ESOL coursework is integrated into all B.Ed. courses (Numbers 1-6 in the following table correspond to the TSPC ESOL endorsement standards):

Promoting Cultural Competence	Creating Student-Centered Classrooms	Demonstrating Professional Leadership	Enhancing Learning Through Technology
(1) Language: • Linguistics for Early Childhood & Elementary Educators • Human Development & Psychology • Literacy Methods (ESOL Clinical) • Student Teaching (2) Culture: • Political & Cultural Context of Schooling • Culture, Power & Identity: Becoming a Teacher Leader & Advocate I, II, III • Student Teaching	(3) Planning, Implementing & Managing Instruction: • Experiential & Inquiry Learning in ECE & Elementary Classrooms • Integrated Social Studies • Expressive Arts Methods (clinical) • Planning, Managing, Implementing & Assessing Instruction • Literacy Methods (ESOL Clinical) • Science/Health Methods • Math Methods (4) Assessment: • Teacher as Research I, II • Planning, Managing, Implementing & Assessing Instruction • Literacy Methods (ESOL Clinical) • Science/Health Methods and Math Methods • Student Teaching	(5) Professionalism: • Political & Cultural Context of Schooling • Culture, Power & Identity: Becoming a Teacher Leader & Advocate I, II, III • Teacher as Research I, II • Student Teaching	(6) Technology: • Technology Across Curriculum • Teacher as Researcher I • Science/Health Methods • Math Methods • Student Teaching

All clinical experiences, practica, and final student teaching are completed in local elementary schools.

MASTER OF ARTS IN TEACHING (MAT) PROGRAMS

MAT/FLEX PROGRAM OVERVIEW

Pacific University's MAT Flex Program is a rigorous 17-month experience that consists of four distinct semesters and is composed of two conjoined elements: University coursework and school field experience.

You will begin intensive coursework in late August by taking foundational coursework in community building, schooling and politics, and educational psychology. This coursework will continue through the entire fall semester.

During spring semester (February – mid-June), you will be placed in your field experience practicum. The requirement for this experience is to spend 90 hours in your assigned placement. While spending time in this classroom, you will be expected to observe and assist the classroom teacher. We know that many of you have obligations and responsibilities during the day, so it will be your responsibility to work out the specifics of this placement with your assigned mentor. It is possible to spend 90 hours in two different placements, assuring that one of them will be with the teacher with whom you will do your student teaching in the fall.

During spring and summer semesters, you will also be participating in methodology coursework. For those students working on their early childhood and elementary authorization levels, this means methodology coursework in reading, writing, math, science, health, and expressive arts. For those students working on their middle school and high school authorization levels, it means courses in teaching reading and writing across curriculum areas and coursework in methodology for specific content areas. You will learn how to use research to inform your practice and ways in which technology can be integrated into your teaching.

During the second fall semester in the program, you will be student teaching. You will spend the entire fall, 15+ weeks, in one placement. This placement will satisfy the requirements for one of your authorization levels. In January, you will spend three additional weeks at your other authorization level. Even if you intend to have only one authorization on your license, you will still have a 3-week placement in January. Pacific University requires a total of at least 18+ weeks of student teaching.

MAT/FLEX Program Transition Points

Listed below are the transition points you will encounter over the course of your program and the requirements you must fulfill in order to continue to the next block. Examples of the evaluation instruments are contained in the Appendix.

Program or Transition Point Requirements	Completion Deadline
Completed Admissions Documents (including two essays)	Prior to Admission
Official Transcripts Submitted	Prior to Admission
Admission Evaluation Form	Prior to Admission
Interview	Prior to Admission
Secondary Subject Matter Tests	Prior to Admission
Confirmation of Admission	Prior to Program Start Date
Submit Insurance Waiver to Business Office, if necessary	Prior to Program Start Date
Immunization Forms submitted to Health Office	Prior to Program Start Date
Passing Test Scores on ORELA – Protecting Student & Civil Rights Test	Prior to Program Start Date
Review of Program Handbook	Orientation
Candidate Dispositions (not to be turned in)	Orientation
Submission of TSPC Documents (fingerprints, PA-1 form)	Orientation
Observation Journal and Reflection	Ongoing
Successful Completion of Fall Semester Coursework	End of Fall (1st) Term
Candidate Dispositions Clearance	End of Fall (1st) Term
Practicum/Field Experience Candidate Evaluation by Cooperating Teacher	End of Fall (1st) Term
Completion of Methodology Coursework	End of Spring and Summer Term
Candidate Dispositions Clearance	End of Spring and Summer Term – Prior to Student Teaching
ECE/ELEM ONLY – (General & Special Education) Passing Test Scores on NES Elementary Education Subtests I & II	End of Spring and Summer Term – Prior to Student Teaching
Minor Practicum Evaluation by Cooperating Teacher	End of Spring and Summer Term – Prior to Student Teaching
Completed Preliminary Teacher Inquiry Project (Work Sample)	End of Spring and Summer Term – Prior to Student Teaching
Completion of Second Teacher Inquiry Project which includes two Units of Study (Evaluated by University Personnel)	Completion of Program
Midplacement Evaluation of Student Teaching	Completion of Program
Summary Evaluation of Student Teaching with passing grade	Completion of program

MAT/FLEX CURRICULUM

Term	Course #	Course Title	Credits
Fall 2015	EDUC 604	Advanced Educational Psychology, Development & Learning (ALL)	4
Fall 2015	EDUC 606	Critical Perspectives on Identity & Social Systems (ALL)	3
Fall 2015	EDUC 607	Technological Learning Environments (ALL)	2
Fall 2015	EDUC 612	Teaching & Inquiry I: Fundamentals of Teaching Through Inquiry (ALL)	2
Spring 2016	EDUC 636	Instruction, Assessment & Classroom Management (MS/HS Focus Only)	3
Spring 2016	EDUC 650	Education Field Experience (ALL)	1
Spring 2016	EDUC 613	Teaching & Inquiry II: Design & Implementation (ALL)	2
Spring 2016	EDUC 664	Learning & Teaching: Social Studies & General Methods (ECE/ELEM Focus Only)	3
Spring 2016	EDUC 665	Learning & Teaching: Science & Health Methods (ECE/ELEM Focus Only)	2
Spring 2016	EDUC 667	Learning & Teaching: Literacy Development (ECE/ELEM Focus Only)	4
Spring 2016	ESOL 544	Educational Linguistics for ESOL Teachers (MS/HS Focus Only)	3
Spring 2016	EDUC ___	Secondary Subject Pedagogy: _____ (Required for MS/HS Focus Endorsements)	4
Spring 2016	EDUC ___	OPTIONAL Secondary Subject Pedagogy: _____ (Required for MS/HS Focus Endorsements)	4
Summer 2016	EDUC 648	Critical Perspectives in School Contexts (ALL)	2
Summer 2016	EDUC 666	Learning & Teaching: Math Methods (ECE/ELEM Focus Only)	2
Summer 2016	EDUC 668	Learning & Teaching: Expressive Arts (ECE/ELEM Focus Only)	2
Summer 2016	ESOL 560	Foundations of ESOL Methods (ALL)	2
Summer 2016	ELECTIVE	Elective (Required for MS/HS Focus Program)	2
Fall 2016	EDUC 614	Teaching & Inquiry III: Critical Analysis & Decision-making (ALL)	2
Fall 2016	EDUC 672	Student Teaching	10
Fall 2016	EDUC 673	Teaching Seminar	2

MAT GENERAL EDUCATOR PROGRAM OVERVIEW

Pacific University's Master of Arts in Teaching Program is a rigorous 15-month experience that consists of four distinct semesters and is composed of two conjoined elements: University coursework and school field experience. Upon successful completion of the program, students qualify for a Master of Arts in Teaching degree and an Oregon Initial Teaching License.

You will begin intensive coursework in September by taking foundational coursework in community building, teaching and assessment, educational psychology and ways in which technology can be integrated into your teaching; you will apply those skills back in the classroom. This coursework will take place in September through December.

At the same time, you will begin working in the schools two days a week to begin the process of learning what it means to be a teacher. Your initial four months in the schools will allow you to hone your observational skills and to begin assisting teachers and students. Beginning in January, you will begin some guided teaching and you will also create a work sample, a unit of instruction, which you will teach in late April and early May.

During both spring and summer semesters, you will be participating in methodology coursework. For those students focusing on the early childhood and elementary levels, this means methodology coursework in reading, writing, math, science, health and expressive arts. For those focusing on the middle school and/or high school levels, it means courses in teaching reading and writing across the curriculum areas and coursework in methodology for specific content areas. In addition, you will learn how to use research to inform your practice.

During the second fall semester in the program, you will be student teaching. You will spend the entire fall in one placement. This placement will satisfy licensure requirements for your chosen endorsement area. You will be given more information later on the specifics of this placement.

MAT General Educator Program Transition Points

Listed below are the transition points you will encounter over the course of your program and the requirements you must fulfill in order to continue to the next block. Examples of the evaluation instruments are contained in the Appendix.

Program or Transition Point Requirements	Completion Deadline
Completed Admissions Documents (including two essays)	Prior to Admission
Official Transcripts Submitted	Prior to Admission
Admission Evaluation Form	Prior to Admission
Interview	Prior to Admission
Secondary Subject Matter Tests	Prior to Admission
Confirmation of Admission	Prior to Program Start Date
Submit Insurance Waiver to Business Office, if necessary	Prior to Program Start Date
Immunization Forms submitted to Health Office	Prior to Program Start Date
Passing Test Scores on ORELA – Protecting Student & Civil Rights Test	Prior to Program Start Date
Review of Program Handbook	Orientation
Candidate Dispositions (not to be turned in)	Orientation
Submission of TSPC Documents (fingerprints, PA-1 form)	Orientation
Observation Journal and Reflection	Ongoing
Successful Completion of Foundational Coursework	End of Fall (1st) Term
Candidate Dispositions Clearance	End of Fall (1st) Term
Practicum/Field Experience Candidate Evaluation by Cooperating Teacher	End of Fall (1st) Term
Completion of Methodology Coursework	End of Spring and Summer Term
Candidate Dispositions Clearance	End of Spring and Summer Term – Prior to Student Teaching
ECE/ELEM ONLY – (General & Special Education) Passing Test Scores on NES Elementary Education Subtests I & II	End of Spring and Summer Term – Prior to Student Teaching
Minor Practicum Evaluation by Cooperating Teacher	End of Spring and Summer Term – Prior to Student Teaching
Completed Preliminary Teacher Inquiry Project (Work Sample)	End of Spring and Summer Term – Prior to Student Teaching
Completion of Second Teacher Inquiry Project with includes two Units of Study (Evaluated by University Personnel)	Completion of Program
Midplacement Evaluation of Student Teaching	Completion of Program
Summary Evaluation of Student Teaching with passing grade	Completion of program

MAT GENERAL EDUCATOR CURRICULUM

Term	Course #	Course Title	Credits
Fall 2015	EDUC 604	Advanced Educational Psychology, Development & Learning (ALL)	4
Fall 2015	EDUC 606	Critical Perspectives on Identity & Social Systems (ALL)	3
Fall 2015	EDUC 607	Technological Learning Environments (ALL)	2
Fall 2015	EDUC 612	Teaching & Inquiry I: Fundamentals of Teaching Through Inquiry (ALL)	2
Fall 2015	EDUC 636	Instruction, Assessment & Classroom Management (MS/HS Focus Only)	3
Fall 2015	EDUC 650	Education Field Experience (ALL)	1
Fall 2015	EDUC 664	Learning & Teaching: Social Studies & General Methods (ECE/ELEM Focus Only)	3
Fall 2015	ESOL 560	Foundations of ESOL Methods (ALL)	2
Spring 2016	EDUC 613	Teaching & Inquiry II: Design & Implementation (ALL)	2
Spring 2016	EDUC 648	Critical Perspectives in School Contexts (ALL)	2
Spring 2016	EDUC 654	Clinical Education Practicum II/Seminar (ALL)	1
Spring 2016	EDUC 665	Learning & Teaching: Science & Health Methods (ECE/ELEM Focus Only)	2
Spring 2016	EDUC 666	Learning & Teaching: Math Methods (ECE/ELEM Focus Only)	2
Spring 2016	EDUC 667	Learning & Teaching: Literacy Development (ECE/ELEM Focus Only)	4
Spring 2016	EDUC 668	Learning & Teaching: Expressive Arts (ECE/ELEM Focus Only)	2
Spring 2016	ESOL 544	Educational Linguistics for ESOL Teachers (MS/HS Focus Only)	3
Spring 2016	EDUC ___	Secondary Subject Pedagogy: _____ (Required for MS/HS Focus Endorsements)	4
Spring 2016	EDUC ___	OPTIONAL Secondary Subject Pedagogy: _____ (Required for MS/HS Focus Endorsements)	4
Fall 2016	EDUC 614	Teaching & Inquiry III: Critical Analysis & Decision-making (ALL)	2
Spring 2016	EDUC 672	Student Teaching	10
Spring 2016	EDUC 673	Teaching Seminar	2

MAT SPECIAL EDUCATOR PROGRAM OVERVIEW

The College of Education at Pacific University is committed to providing valuable experiences and preparation for becoming an effective educator. Our licensure programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC) and our degree programs are accredited by the Northwest Commission on Colleges and Universities (NWCCU). Further, the College of Education earned national accreditation from the National Council for Accreditation of Teacher Education / Council for the Accreditation of Educator Preparation (NCATE / CAEP) in 2013. The curriculum and field experiences are aligned with *Oregon Administrative Rules for special educators* http://www.ode.state.or.us/offices/slp/spedoars.pdf

Standards for effective special education preparation as outlined by the *Council for Exceptional Children (CEC)* https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation and policy guidelines through the *Office of Special Education Programs (OSEP)* http://www2.ed.gov/about/offices/list/osers/osep/index.html

Philosophy and Values of the Special Educator Program
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, 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. Communication skills and interpersonal skills are essential to collaboration and the success of students.

The program prepares candidates to teach students with mild, moderate, and severe disabilities. The licensed special education teacher must be knowledgeable about general education curriculum, strategies for adapting curriculum and assessments, and provision of supports in academics, social/behavioral skills, independent life skills, self-management skills, and self-advocacy.

Program Options:
The special education program includes a TSPC approved course of study for a preliminary –initial special education teaching license, as well as other options to gain knowledge and experience for becoming an effective educator to include the following:

- Masters of Arts in Teaching (MAT)
- Master's in Education (MEd)
- Dual license (General and special education teaching license)
- Endorsements:
    - Special Education
    - Reading
    - ESOL
- Certificates and Specializations:

- o Talented and Gifted Specialization
- o Technology Certificate
- o Cultural Competence Certificate

Below are the three primary tracks for the special education program, but candidates can meet with their advisor at any time to customize their program to include additional coursework or specialties.

Special Education Oregon Initial License and MAT program

The initial license is a preliminary license for candidates who have no teaching license. Preparation for the initial license follows guidelines established by the Teachers Standards and Practices Commission (TSPC). Candidates complete coursework and field placements over 17 months, and earn a special education initial teaching license in pre-k through 12th grade. In addition to a special education teaching license, candidates earn a Master's of Arts in Teaching (MAT). The following are requirements of the initial licensure in special education:

- Passing score on civil rights test
- Grade of C+ or better in all content coursework
- Passing score on NES: special education
- Satisfactory completion of a 90-135 hour school practicum and passing evaluation
- Satisfactory completion of 12-15 weeks of student teaching and passing evaluation
- Satisfactory completion of Education Teaching Performance Assessment (edTPA)
- NES Elementary Education Subtest I and Subtest II and/or NES single subject content area test for becoming highly qualified at desired grade level(s)

Special Education Endorsement program

Licensed teachers can add a special education endorsement over 12 months. Upon completion of the program, an endorsement will be added to the license in preK through 12th grade special education and, candidates will be prepared to teach students with mild, moderate, and severe disabilities. The following are requirements of an endorsement in special education:

- Grade of C+ or better in all content coursework
- Passing score on NES: Special Education
- Satisfactory completion of a 90 hour school practicum and passing evaluation
- Satisfactory completion of one special education teaching portfolio or work sample
- Option to include a Master's in Education (MEd)

Special Education Internship Program / Teacher of Record (TOR)

The internship /TOR program is a school-university partnership whereby initial license candidates are offered a paid position with a district as the lead teacher in a classroom while earning a special education license. Internship candidates must satisfy all the same requirements for the initial license with minor adjustments in practicum and student teaching requirements. This option allows candidates to earn an initial special education license while teaching but is dependent upon the

candidate's experience, district needs, a school-university partnership, and if TOR, an emergency license.

A university supervisor will be assigned to provide a liaison between Pacific University, the candidate, and the school district. The school district will continue to designate a district administrator and/or building administrator to supervise candidate performance as a special educator employed by the district. Depending on district regulations, these administrators will conduct required observations and provide support as needed.

MAT Special Educator Program Transition Points

Listed below are the transition points you will encounter over the course of your program and the requirements you must fulfill in order to continue to the next block. Examples of the evaluation instruments are contained in the Appendix.

Program or Transition Point Requirements	Completion Deadline
Completed Admissions Documents (including two essays)	Prior to Admission
Official Transcripts Submitted	Prior to Admission
Admission Evaluation Form	Prior to Admission
Interview	Prior to Admission
Secondary Subject Matter Tests	Prior to Admission
Confirmation of Admission	Prior to Program Start Date
Submit Insurance Waiver to Business Office, if necessary	Prior to Program Start Date
Immunization Forms submitted to Health Office	Prior to Program Start Date
Passing Test Scores on ORELA – Protecting Student & Civil Rights Test	Prior to Program Start Date
Review of Program Handbook	Orientation
Candidate Dispositions (not to be turned in)	Orientation
Submission of TSPC Documents (fingerprints, PA-1 form)	Orientation
Observation Journal and Reflection	Ongoing
Meet with Program Coordinator/Advisor	Fall (1st) Term
Begin building Portfolio	Fall (1st) Term
ALL Special Educators – Passing Test Score on NES Special Education Test	Beginning of Spring Term
NES Single Subject Content Area Test (if necessary)	Spring Term
For Highly Qualified Status: Passing Test Scores on NES Elementary Education Subtests I & II	Spring Term
Student Teaching and edTPA for initial license candidates	Spring Term
Apply for degree if MAT candidate	Summer Term
Student Teaching and Teacher Inquiry Project (TIP)	Fall Term
Verify that all necessary NES Test Score Reports are on file with Education Offices	Fall Term
Submit licensure paperwork to Education Offices	Fall Term
Complete Student Teaching with passing grade	Completion of Program

SPECIAL EDUCATOR CURRICULUM
Courses for License + MAT or Endorsement

Course Number	Course Title	Semester Credits	Preliminary MAT	Endorsement	Endorsement + MEd
SPED 500	Foundations of Special Education	2		✓*	✓*
SPED 505	Exceptionalities	2	✓	✓	✓
EDUC 604	Advanced Educational Psychology, Development, & Learning	4	✓		
EDUC 612	Teaching & Inquiry I: Fundamentals of Teaching through Inquiry	2	✓		✓
EDUC 606	Critical Perspectives on Identity and Social Systems	3	✓		
EDUC 607	Technology Learning Environments	2	✓		
SPED 542	Assistive Technology	1	✓	✓	✓
SPED 550 or 578	Practicum and Seminar	2	✓	✓	✓
EDUC 613	Teaching & Inquiry II: Design and Implementation	2	✓		✓
SPED 520	Assessment & Evaluation in Special Education	3	✓	✓	✓
SPED 530	Integrated Curriculum & Methods in SPED: *Academic*	3	✓	✓	✓
EDUC 620	Language Acquisition in Children	2	✓	✓	✓
SPED 518	Collaboration in Schools	1		✓*	✓*
EDUC 648	Critical Perspectives in School Contexts	2	✓		
SPED 535	Integrated Curriculum & Methods in SPED: *Functional*	3	✓	✓	✓
SPED 510	Behavior Management for Special Educators	3	✓	✓	✓
SPED 517	Case Management for Special Educators	1	✓	✓	✓
SPED 536	Transition	1	✓	✓	✓
EDUC 614	Teaching & Inquiry III: Critical Analysis and Decision-making	2	✓		✓
SPED 575	Student Teaching and seminar	10	✓		

* Not required of Pacific MAT 2014-2015 graduates

Special Education Field-Based Experiences

All candidates must experience working with students along the continuum of needs including mild, moderate and severe for a minimum number of hours as described by Teachers Standards and Practices Commission. The practicum is a field experience required of both endorsement and initial license candidates and involves 90 flexible hours in a K-12 school under the guidance of a special education mentor teacher. The student teaching is a field experience for initial license candidates and requires 12-15 weeks of full time participation in a school and the completion of an Education Teacher Performance Assessment (edTPA) to show evidence of effective teaching. The practicum and student teaching will by supported by a special education master mentor teacher and a university supervisor. The experience in schools will include observations, practice, and reflection on many of the following aspects of special education in schools:

Teaching and Learning
- Specially designed (individualized) instruction in reading and math
- Access to learning core content and state standards
- Curriculum and Instruction adaptations across settings
- a range of special education groupings and learning environments
- a range of students with different levels of academic needs and supports (mild, moderate, and severe)
- Use of technology for teaching
- augmentative communication supports

Assessment
- assessment for eligibility
- curriculum-based assessment
- formative and summative lesson assessments
- state standard and alternative assessments
- progress monitoring / data collection systems for decision making

Collaboration
- collaboration/co-teaching
- The inclusion of students with disabilities in general education classrooms
- working with paraprofessionals in different environments
- parent involvement and communication
- related services (OT, PT, SLP, psychologist, wrap around)

School System supports
- IEP planning and meetings (at least 1)
- related service provision for students with disabilities (psychologist, speech pathologist, OT, PT)
- multiple systems of academic support (RTI)
- multiple systems of behavior support (PBIS / Collaborative Problem Solving)

Special Educator Practicum Field Placement

The special education practicum is required of both endorsement and initial licensure candidates. The practicum placement is arranged by the program coordinator with collaboration from school principals. The start and stop dates will be determined by the university and the school placement. Candidates must spend full days in the school, alongside the practicing teachers or per other agreed

upon arrangement. Days of week can vary but it is recommended that candidates keep a consistent schedule each week that is approved by the mentor and supports the classrooms and students.

Practicum experiences will be personalized for candidates, depending on past experiences teaching students with mild, moderate, and severe disabilities, but also on corresponding university course assignments. The candidate will have a special education teacher mentor and will collaborate with general education teachers, counselors, education psychologists, and related service providers. The practicum is completed prior to student teaching for initial licensure candidates and will be the only field-based requirement for endorsement candidates.

<u>Practicum Requirements</u>

Pacific University allows candidates who are working as a special education paraeducator or instructional assistant to complete the practicum requirement in the classroom where they are working, with the permission of the acting special education administrator, school principal, and lead teacher. However, initial license candidates working as a paraeducator / IA must take a leave of absence from their position during student teaching, and make a request for the leave of absence from the district in accordance with district policy.

To pass the practicum, candidates must complete required hours and have the following:

- Two observations by a university supervisor
- Hours Log
- Completed requirements to show evidence of effective teaching
- Receive satisfactory scores on the Practicum Evaluation

Special Educator Student Teaching

After successful completion of the initial practicum and core academic classes in the program, the candidate will be assigned to a school for student teaching. The student teaching placement will be a total of full time for 12-15 weeks over one or two semesters and include the completion of an Education Teacher Performance Assessment (edTPA). The edTPA is required by TSPC for licensure and includes documentation of effective planning, teaching, and assessment of student learning in alignment with learning objectives and standards. This process will be supported by the university and school mentors to ensure candidate success.

Over the course of the student teaching experience responsibilities will vary in accordance with that of the special education master teacher, allowing the student teacher to assume increased classroom leadership and instruction over time. There are stages over the course of student teaching that will support gradual independence in a teacher role to include: orientation to the school and classroom, observation of teaching and class management, planning for teaching, participation as a team member in IEPs and other meetings, assuming teaching responsibilities of small and large groups, and teaching without the full-time supervision of the mentor teacher.

A Pacific University supervisor will be assigned to be the liaison between the school and university to provide teaching support, program coherence, and general guidance. The university supervisor will make classroom visits approximately every two weeks during the full-time student teaching semester.

Please note that initial license candidates working as a paraeducator / IA must take a leave of absence from their position during student teaching, and make a request for the leave of absence from the district in accordance with district policy.

To pass student teaching, candidates must complete required hours and have the following:

- Five satisfactory observations by a university supervisor
- Hours Log
- Completed edTPA requirement to show evidence of effective teaching*
- Satisfactory scores on the Student Teaching Evaluation

ENDORSEMENT PROGRAMS

ESOL ENDORSEMENT PROGRAM DESCRIPTION

The intent of the English to Speakers of Other Languages (ESOL) Endorsement at Pacific University is to build on the student's knowledge of the language learning process and broaden their view of the issues involved for students of all ages as they learn English as an additional language. The ESOL Endorsement is a 15-semester credit hour program. Candidates earn the ESOL Endorsement at the PreK-12 grade levels.

Students may also choose to add a Bilingual Endorsement to their Oregon Teaching License. Candidates seeking the Bilingual Endorsement must achieve a score of Intermediate High or above in a target language on the American Council on the Teaching of Foreign Languages (www.actfl.org) Oral Proficiency Interview (application available at http://www.languagetesting.com, the official licensee of ACTFL).

ESOL Endorsement coursework:

ESOL 440/540 Language Policy in ESOL Education
Students will gain knowledge of local, state, and federal laws pertaining to educating English speakers of other languages. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. Students will study the theory and research that have shaped language policy in the United States, and apply theory and research to the present and future educational setting for ESOL. (2 cr.)

ESOL 444/544 Educational Linguistics for ESOL Teachers
This course is designed to introduce students to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first- and second-language acquisition, as they are relevant in teaching ESL students. (3 cr.)

ESOL 450/550 Cultural Constructs and Diversity in ESOL Education
This course is designed to equip ESOL teacher candidates to possess competency in cultural, linguistic, educational and ethnic issues present in educating English-language Learners (ELLs). Candidates will develop understanding of cultural and linguistic diversity in ESOL education and be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. (2 cr.)

ESOL 460/560 Foundations of ESOL Methods
This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. (2 cr.)

ESOL 464/564 ESOL Methods, Assessment, and Technology
This course is designed to apply theoretical foundations built in the preceding course, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESL instruction. It also

aims to promote the candidates' knowledge and understanding of inquiry- and standards-based practices and strategies in planning, implementing, and managing ESL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESL lessons and curricula including second language assessment and technology-incorporated instruction. (2 cr.)

EDUC 453/633 Literacy and English-language Learners
Students will discuss theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. This course will emphasize literacy instruction for students who are learning academic English–as-an-additional language. Students will explore effective reading and writing instructional practices with multilingual learners, and explore children's and adolescent literature as it pertains to diversity within a multicultural classroom. (2 cr.)

ESOL 472/572 ECE/Elem Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. (2 cr.)

ESOL 474/574 MS/HS Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. (2 cr.)

ESOL 476/576 Multilevel Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting **and** a MS or HS setting. (2 cr.)

Program Variation: ESOL or Bilingual Endorsement with Study Abroad Opportunities
ESOL or Bilingual Endorsement candidates may also meet the requirements for these endorsements by taking an international cultural immersion course and completing the ESOL Endorsement coursework listed below. Contact your advisor for current international cultural immersion opportunities.

ESOL Endorsement Coursework**

- ESOL 444/544 Educational Linguistics for ESOL Teachers 3
- ESOL 440/540 Language Policy in ESOL Education 2
- ESOL 460/560 Foundations of ESOL Methods 2
- ESOL 464/564 ESOL Methods, Assessment, and Technology 2
- ESOL Practicum 2 (one from ESOL 472/572, ESOL 474/574, or ESOL 476/576 depending on the candidate's authorization level).

** Two of the ESOL Endorsement courses, ESOL 450/550 (Cultural Constructs and Diversity in ESOL Education) and EDUC 453/633 (Literacy and English-Language Learners), may by waived for those who take a study abroad course that is approved by the ESOL program coordinator.

Additional ESOL & Reading Intervention Dual Endorsement Course & Practicum Requirements

With an additional 11 semester credits, candidates can add the Reading Intervention Endorsement along with the ESOL Endorsement to their Oregon Teaching License. Please see the Reading Intervention Endorsement handbook for additional endorsement requirements and program description.

RDNG 632: Perspectives on Reading
Survey of foundations of reading and reading processes, including contemporary and historical reading research used to establish a philosophical point of view. Surveys reading and literacy philosophies, assessment philosophies, literacy methodologies, research, and current literacy issues as played out in politics to inform the reading candidate. (2 cr.)

RDNG 642: Reading Assessments & Techniques
Emphasizes ways to use formal and informal reading and language development assessments to inform teaching and plan programs. Presents and discusses resources, methodologies, and the use of new technologies and instructional techniques to address the program needs of all learners but especially struggling readers and writers. Surveys Title I procedures, special education procedures and ELL/ESOL procedures as they relate to reading and writing in the school setting. (3 cr.)

RDNG 645: Developing Literacy in the Content Areas
Explores strategies to help teachers prepare their students to comprehend nonfiction genre, content area textbooks and new technologies. Discusses and explore ways candidates when serving in a leadership role can provide coaching in the content areas for colleagues. (2 cr.)

RDNG 650: Leadership for Literacy
Emphasizes ways for candidates to work with colleagues to demonstrate, observe, and provide feedback on effective literacy strategies and approaches to use with students. Discusses ways for candidates to provide guidance and supervision of paraprofessionals. Emphasizes ways for candidates to participate in, initiate, implement and evaluate professional development programs to select and manage literacy programs. Discusses ways for candidates to interpret design and conduct data driven research at a school level. (2 cr.)

RDNG 653 ECE/Elem Supervised Reading Specialist Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as needing additional reading support, and a Reading Specialist practicum portfolio. Practicum focus will be in an ECE and Elem setting. (2 cr.)

OR

RDNG 654 MS/HS Supervised Reading Specialist Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as

needing additional reading support, and a Reading Specialist practicum portfolio. Practicum focus will be in an MS and HS setting. (2 cr.)

OR

RDNG 655 PreK-12 Multilevel Supervised Reading Specialist Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as needing additional reading support, and a Reading Specialist practicum portfolio. Practicum focus will be in an ECE or Elem setting **and** a MS or HS setting. (2 cr.)

In addition to coursework, the candidate must pass the Praxis Reading Specialist (5301). Oregon requires a passing score of 164. (http://www.oregon.gov/tspc/Pages/Testing.aspx http://www.ets.org/praxis/or/)

Practicum Experience
ESOL Endorsement candidates are expected to complete 90-hours of supervised practicum experience or its equivalent as required by the Oregon TSPC (see the appendices for the relevant OAR for this requirement). Much of this time will be spent observing their mentor teacher and the students while the teacher leads lessons; and discussing assessment, planning, and teaching techniques related to the instruction of English-language learners. It is appropriate for ESOL Endorsement candidates to be given an opportunity to lead daily lessons with at least one small group of children or adolescents. ESOL Endorsement candidates are also expected to assist in planning for small group and/or whole class instruction. Candidates are encouraged to attend school-, district-, and state-wide meetings, in-services, and workshops that address the needs of English learners.

Candidates are strongly encouraged to prepare for two focus area strands: early childhood (grades pk-4), elementary (grades 3-8), middle school (grades 5-9), and high school (grades 9-12). Candidates who are authorized to teach at K-12 levels will split their 90-hour practicum between the two grade levels. The ESOL Endorsement candidates are responsible for maintaining a log of their teaching and planning activities at the school.

Throughout the experience, ESOL Endorsement candidates should schedule regular conference times with their mentor teachers to share observations, raise and answer questions, socialize, and plan. ESOL Endorsement candidates should plan carefully with their mentors, submitting unit or lesson plans in advance to facilitate review and discussion, as the need arises.

Acting as liaison between the school and Pacific University is the university supervisor who will visit to observe the ESOL Endorsement candidates a minimum of two times during each 90-hour practicum. ESOL Endorsement candidates should also regularly update their university supervisor with their progress in ESOL practicum.

At the conclusion of a supervised ESOL practicum course, ESOL Endorsement candidates receive a grade of Pass (equivalent of a C or above) or No Pass (failure to meet established standards for student teaching English-language learners). The grade, given by the university supervisor, incorporates feedback and recommendations from ESOL Endorsement candidate's mentor. At the

end of each semester, the College of Education will assess individual progress toward meeting the program requirements.

ESOL Endorsement Candidates' Role

During the 90-hour practicum, the ESOL Endorsement candidates moves from an observing and assisting role to a teaching role, practicing and demonstrating competencies under the guidance of a qualified mentor teacher. The ESOL Endorsement candidates' primary responsibilities are to:

- Develop competence in the six key areas as set by TSPC:
  1. Language
  2. Culture
  3. Planning, Implementing, and Managing Instruction
  4. Assessment
  5. Professionalism
  6. Technology
- 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.
- Earn a C or better in all course work. Candidates who earn a C- or below will not be allowed to continue in the program until the course in which the substandard grade was earned is retaken and the candidate receives a grade of C or above.
- Develop, with the mentor teacher(s), a schedule for teaching responsibilities.
- Encourage evaluation of lesson plans and teaching performance by the mentor teacher and through self-assessment.
- Learn and adhere to school, district, and state rules and policies pertaining to the school's ESOL program.

The Mentor Teacher's Role

The mentor teacher serves as the primary guide, support and model for the ESOL Endorsement candidate 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 to allow the ESOL Endorsement candidates to develop a personal teaching style. While the university expects the ESOL Endorsement candidate to work within the general curriculum that has been established in the school and to follow all school rules and procedures, the ESOL Endorsement candidate should also 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 ESOL Endorsement candidate with a faculty handbook or source of information pertaining to building and district policies.
- Introduce the ESOL Endorsement candidate as a colleague to students and staff.
- Invite the ESOL Endorsement candidate to all state-, district-, and school-wide meetings and in-services in which supporting English-Language Learners is the key topic.

- Create an atmosphere of acceptance for the ESOL Endorsement candidate with the students, staff, and community.
- Guide the ESOL Endorsement candidate 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.
- Inform the ESOL Endorsement candidate concerning background information of students and introduce available resource persons and materials.
- Provide feedback on lesson planning and teaching following observations of the ESOL Endorsement candidate's teaching.
- Consult regularly with the university supervisor about the ESOL Endorsement candidate's progress.
- Assist the ESOL Endorsement candidate in developing an individual teaching style.
- Assist in developing and monitoring the ESOL Endorsement candidate's progress on the TSPC Standards.
- Recommend a Pass/No Pass grade based on the ESOL Endorsement candidate's proficiency and completion of practicum requirements.
- Submit the mentor teacher's evaluation (located in the appendices) to the ESOL program coordinator as a written assessment of the candidate's ESOL competency as set forth by the TSPC standards.

ESOL Endorsement Candidate Placements

ESOL Endorsement candidates are placed with mentor teachers who currently hold an ESOL Endorsement and have a minimum of three years teaching experience. Typically ESOL Endorsed teachers serve students across multiple age groups and grade levels.

Early Childhood/Elementary Education (preK-8)

Students require a placement in the Grades preK-8 self-contained ELD class or in sheltered content classes with an ESOL-endorsed mentor teacher.

Elementary/Middle School (preK-12)

Students require two placements with ESOL-endorsed mentor teachers: one in an elementary school at the upper elementary level (any of grades 3-5) and one in a middle school (grades 6-8) or in a high school (grades 9-12). Each placement is approximately 45-hours.

Middle School/High School (6-12)

Students require a placement in the Grades 6-12 sheltered ELD class or in the candidates' endorsement area classes with an ESOL-endorsed mentor teacher.

Criteria and Selection of Mentor Teachers

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

- Preparation in supervising, evaluating, and/or instructing ESOL Endorsement candidates.

- A minimum of three years of successful classroom teaching preferably in the district, and at least one year in that particular school.
- A current Oregon teaching certificate with appropriate ESOL Endorsements for current assignments.
- Demonstrated competence as a teacher.
- A positive, professional attitude and enthusiasm for teaching.
- Understanding effective teaching strategies.
- Ability to relate to and communicate with other teachers, administrators, staff, children, and parents.
- Skills in evaluating the performance of ESOL Endorsement candidates and willingness to constructively share the evaluation with the ESOL Endorsement candidate and university supervisor.
- Ability to work cooperatively with the ESOL Endorsement candidate and university supervisor.
- Willingness to participate in meetings with the ESOL Endorsement candidate and supervisor. These meetings will include, but not be limited to, an initial meeting during inservice week and a mid-placement conference.

The Building Administrator

In assuming responsibility for ESOL Endorsement candidates within the building, the building administrator will

- Assist in selecting mentor teachers.
- Orient the ESOL Endorsement candidate to the school's philosophy, policies, regulations and the physical plant.
- Help the ESOL Endorsement candidate become acquainted with the school staff.
- Confer with the mentor teacher about the ESOL Endorsement candidate's progress.
- Suggest teachers or schools as possible observation sites.
- Communicate with the university supervisor.

The University Supervisor

The university supervisor serves as the liaison between the public schools and Pacific University. The university supervisor will

- Inform the district personnel about the program expectations and requirements.
- Meet with the mentor teacher and ESOL Endorsement candidate to plan, implement, and evaluate the experience.
- Visit and observe the ESOL Endorsement candidate's performance a least twice during each 90-hour placement.
- Confer with the ESOL Endorsement candidate and mentor teacher after observations, and supply copies of written reports for the ESOL Endorsement candidate, mentor teacher, building administrator, and the School of Learning & Teaching.
- Schedule conferences with the ESOL Endorsement candidate and mentor teacher to evaluate the experience.
- Consult with the ESOL Endorsement candidate to discuss the ESOL Endorsement candidate's progress with portfolio requirements.

Evaluation of ESOL Endorsement Candidates

ESOL Endorsement candidates are evaluated according to their mastery of Pacific University's ESOL Endorsement candidate competencies. These are organized around six major areas set by TSPC:

1. Language
2. Culture
3. Planning, Implementing, and Managing Instruction
4. Assessment
5. Professionalism
6. Technology

It is essential that supervising teachers provide regular feedback, noting growth as well as areas for improvement. Near the conclusion of the practicum, the ESOL Endorsement candidate, mentor, and university supervisor will each complete the appropriate ESOL Endorsement candidate evaluation forms. A three-way conference is held with the ESOL Endorsement candidate, the mentor teacher, and the university supervisor.

In cases of disagreement concerning the ESOL Endorsement candidate's final evaluation, students should appeal to the appropriate appellate body.

Policies Regarding ESOL Endorsement Candidates

Dress: ESOL Endorsement candidates are expected to dress professionally. Style of dress should be consistent with that of teachers at the school.

Absences: Prompt and regular attendance is essential. When ESOL Endorsement candidates must be absent, it is essential that they notify the mentor teacher and the university supervisor as early as possible and certainly prior to the time school begins on the morning of the absence.

Vacations: ESOL Endorsement candidates follow the school district's schedule for holidays, in-service days, and plan for inclement weather days.

Liability: School districts do not provide liability coverage for ESOL Endorsement candidates; however, ESOL Endorsement candidates may have homeowner's insurance policies that include personal liability insurance. This policy usually does not provide coverage while working as non-paid employees. In addition, insurance companies may regard the placement site as the party responsible for providing personal liability insurance for non-paid students. Those who have their own personal liability policy may wish to ask their agents about the limits and coverage of their policies. One option is the policy included in a membership in student NEA-OEA Educators Employment Program. This policy is summarized in a brochure/application available on request from the NEA-OEA at 1-800-858-5505.

Oregon Laws and ESOL Endorsement Candidates

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.

ESOL Endorsement candidates or interns have full authority to teach during their assignment times, and such assignments have the same effect as if they held valid teaching licenses and endorsements.

ESOL Endorsement candidates may not serve as substitute teachers. In the absence of the mentor teacher, a regular substitute teacher **must** be assigned to the class.

Licensure

Students must assume responsibility for adding the ESOL Endorsement to their current Oregon license and other state licenses. Appropriate forms for Oregon licensure are available in the College of Education Office (Contact the licensure administrator on your campus). Specific questions should be addressed to the Teacher Standards and Practices Commission (503) 378-3586.

ESOL Program Appendices

(1) Language: Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement.

(a) Describing Language: Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL and bilingual students acquire and use English in listening, speaking, reading, and writing for social and academic purposes. Candidates:

(A) Apply knowledge of phonology (the sound system) to help ESOL and bilingual students develop oral, reading and writing (including spelling) skills in English;
(B) Apply knowledge of morphology (the structure of words) to assist ESOL and bilingual students' development of oral and literacy skills in English;
(C) Apply knowledge of syntax (phrase and sentence structure) to assist ESOL and bilingual students in developing written and spoken English;
(D) Apply understanding of semantics (word/sentence meaning) to assist ESOL and bilingual students in acquiring and productively using a wide range of vocabulary in English;
(E) Apply knowledge of pragmatics (the effect of context on language) to help ESOL and bilingual students communicate effectively and use English appropriately for a variety of purposes in spoken and written language and in formal and informal settings;
(F) Demonstrate ability to help ESOL and bilingual students develop social and academic language skills in English;
(G) Demonstrate ability to help ESOL and bilingual students acquire a range of genres, rhetorical and discourse structures and writing conventions in English;
(H) Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL and bilingual students bring in order to extend their linguistic repertoire;
(I) Locate and use linguistic resources to learn about the structure of English and of students' home language; and
(J) Demonstrate proficiency in English and serve as a good language model for ESOL and bilingual students.

(b) Language Acquisition and Development: Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. Candidates:

(A) Provide rich exposure to English;
(B) Provide comprehensible input and scaffolding;
(C) Provide opportunities for meaningful interaction;
(D) Create a secure, positive, and motivating learning environment;
(E) Understand and apply current theories and research in language and literacy development;
(F) Recognize and build on the processes and stages of English language literacy development;
(G) Recognize the importance of ESOL and bilingual students' home languages and language varieties and build on these skills on a foundation for learning English;
(H) Understand and apply knowledge of sociocultural and political variable to facilitate the process of learning English;
(I) Understand and apply knowledge of the role of individual learner variable in the process of learning English;
(J) Provide appropriate instruction and feedback;
(K) Help ESOL and bilingual students to communicate in socially and culturally appropriate ways while being sensitive to the student's native culture;
(L) Help ESOL and bilingual students develop academic language proficiency; and
(M) Help ESOL and bilingual students develop effective language learning strategies.

(2) Culture: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.

(a) Nature and Role of Culture: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning. Candidates:

(A) Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning English as a Second Language (ESL);
(B) Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning;
(C) Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL and bilingual families; and
(D) Understand and apply concepts about the interrelationship between language and culture.

(b) Cultural Groups and Identity: Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. Candidates:

> (A) Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction;
> (B) Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students;
> (C) Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL and bilingual students' learning;
> (D) Understand and apply knowledge about the impact of students' socioeconomic status, native language, race, religion, class, national origin disability an gender on learning and teaching ESL; and
> (E) Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.

(3) Planning, Implementing, and Managing Instruction: Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

> (a) Planning for Standards-Based ESL and Content Instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. Candidates:

>> (A) Plan standards-based ESL and content instruction;
>> (B) Create environments that promote standards-based language learning in supportive, accepting classrooms and schools;
>> (C) Plan students' learning experiences based on assessment of language proficiency and prior knowledge; and
>> (D) Provide for particular needs of students with limited formal schooling (LFS) in their first language.

> (b) Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL and bilingual students in accessing the core curriculum as they learn language and academic content together. Candidates:

>> (A) Organize learning around standards-based subject matter and language learning objectives;

(B) Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material;

(C) Provide activities and materials that integrate listening, speaking, reading and writing;

(D) Develop students' listening skills for a variety of academic and social purposes;

(E) Develop students' speaking skills for a variety of academic and social purposes;

(F) Provide standards-based instruction that builds on students' oral English to support learning to read and write;

(G) Provide standards-based reading instruction adapted to ESOL and bilingual learners; and

(H) Provide standards-based writing instruction adapted to ESOL and bilingual learners. Develop students' writing through a range of activities from sentence formation to expository writing.

(c) Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. Candidates:

(A) Select, adapt and use culturally responsive, age-appropriate and linguistically accessible materials;

(B) Select materials and other resources that are appropriate to students' developing language and cont-area abilities, including appropriate use of the student's first language;

(C) Employ an appropriate variety of materials for language learning, including books, visual aids, props and realia.

(D) Use appropriate technological resources to enhance language and content-area instruction for ESOL and bilingual students (e.g., Web, software, computers, and related devices); and

(E) Use software and Internet resources effectively in ESL and content instruction.

(4) Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.

(a) Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL and bilingual student learning. Candidates:

(A) Demonstrate an understanding of the purposes of assessment as they relate to ESOL and bilingual learners and use results appropriately;

(B) Demonstrate an understanding of the quality indicators of assessment instruments;

(C) Demonstrate understanding of the limitations of assessment situations and

make accommodations for ESOL and bilingual students; and

(D) Distinguish between a language difference, gifted and talented and special education needs for ESOL and bilingual students.

(b) Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL and bilingual students. Candidates:

(A) Understand and implement national and state requirements for identification, reclassification and exit of ESOL and bilingual students from language support programs;

(B) Understand, develop and use norm-referenced assessments appropriately with ESOL and bilingual learners;

(C) Understand, develop and use criterion referenced assessments appropriately with ESOL and bilingual learners;

(D) Understand, construct and use assessment measures for a variety of purposes for ESOL and bilingual students; and

(E) Assess ESOL and bilingual learners' language skills and communicative competence using multiple sources of information.

(c) Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction. Candidates:

(A) Use performance-based assessment tools and tasks that measure ESOL and bilingual learners' progress toward state and national standards;

(B) Use various instruments and techniques to assess content-area learning (e.g. math, science, social studies) for ESOL and bilingual learners at varying levels of language and literacy development; and

(C) Prepare ESOL and bilingual students to use self- and peer-assessment techniques when appropriate.

(5) Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.

(a) ESL Research and History: Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning. Candidates:

(A) Demonstrate knowledge of language teaching methods in their historical contexts; and

(B) Demonstrate knowledge of the evolution of laws and policy in the ESL profession.

(b) Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL and bilingual students, and build partnerships with students' families. Candidates:

    (A) Advocate and serve as language and education resources for students and families in their schools and communities;
    (B) Serve as professional resources personnel in their education communities; and
    (C) Advocate for ESOL and bilingual students' access to all available academic resources, including instructional technology.

(c) Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL and bilingual students. Candidates:

    (A) Establish professional goals and pursue opportunities to grow in the field of ESL;
    (B) Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL and bilingual students in the school;
    (C) Engage in collaborative teaching in general education and content-area classrooms; and
    (D) Model academic proficiency in the English language.

(6) Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity. Candidates:

    (a) Demonstrate knowledge of current technologies and their application in ESOL;
    (b) Design, develop, and implement student learning activities that integrate information technology; and
    (c) Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232
Hist.: TSPC 9-2005, f. & cert. ef. 11-15-05

584-310-0125 Legacy English Speakers of Other Languages (ESOL)
http://www.oregon.gov/tspc/Pages/News_Release_071015/584-310-0125.aspx
(1) **Legacy English Speakers of Other Languages (ESOL) Endorsement**: A Legacy English Speakers of Other Languages (ESOL) Endorsement on a license indicates that the educator is eligible for .50 or less school counseling assignments in prekindergarten through grade nine as provided by the *TSPC Licensure Guide for Legacy English Speakers of Other Languages Endorsement (ESOL) endorsement.*

(2) **Adding to a Legacy English Speakers of Other Languages (ESOL) to Existing Licenses:** To be eligible to add a Legacy English Speakers of Other Languages (ESOL) endorsement to a Legacy, Professional or Distinguished Teacher Leader Teaching license, an applicant must:

(a) Have held an Oregon Basic or Standard Teaching License prior to January 1, 2016 with a Basic Elementary or Standard Elementary endorsement;

(b) Have had four years of .50 percent ESOL experience in a prekindergarten through grade 8 environment obtained after January 1, 2011 and prior to January 1, 2016; and

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-036-0055. Adding the endorsement at the time of renewal will not require an additional cost to the licensure renewal process.

(3) If the educator held an Oregon Basic or Standard Teaching License with a Basic or Standard Elementary endorsement prior to January 1, 2016, but does not meet the employment requirements in subsection 2(b) of this rule, the educator may be issued a Licensed for Conditional Assignment for ESOL so long as the educator is currently assigned in an ESOL position.

584-060-0071 Endorsements Requiring Special Preparation
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_060.html

(1) Passage of the commission-approved multiple subjects examination may be necessary in order for a newly hired teacher with a special education or an ESOL endorsement to meet the definition of highly qualified under the federal No Child Left Behind Act (NCLBA) or under the Individuals with Disabilities Education Improvement Act (IDEIA) in the position in which they are hired if placed in grades K-8.

(2)(a) Teachers of the following specialty endorsement must qualify, through approved academic preparation in the desired authorization levels and through supervised work experience or student teaching for any authorization:

> (A) Art;
> (B) Bilingual education with English for speakers of other languages (ESOL);
> (C) ESOL;
> (D) Music;
> (E) Physical education;
> (F) Adaptive physical education;
> (G) Reading;
> (H) Library Media Specialist;
> (I) Special education;
> (J) Vision Impaired;
> (K) Hearing Impaired;
> (L) Communications Disorders; or
> (M) Early Intervention/Special Education.

(b) Candidates for specialty endorsement completing a practica experience at either early childhood or elementary and at either middle or high school level may qualify for authorization for prekindergarten (pre k) through grade twelve (12).

(3) Teachers applying for the visual impairments endorsement must demonstrate proficiency in reading and writing Braille by obtaining a certificate of competency from the National Library Service for the Blind and Physically Handicapped or an equivalent certificate currently approved by the commission.

(4) Teachers applying for the communication disorders endorsement may obtain authorization at all four levels by earning a certificate of clinical competence from the American Speech and Hearing Association or successor approved by the commission.

(5) Candidates for endorsements in Early Intervention and Early Childhood Special Education must qualify for the Early Childhood Authorization only by:

> (a) Completing preparation in psychological foundations and methods appropriate for Early Childhood Education/Early Intervention;
> (b) Completing a supervised practicum in early intervention and early childhood special education; and
> (c) Documenting knowledge of the endorsement by passing the required commission-approved licensure examination in Special Education; Preschool/Early Childhood.
> (d) The commission-approved licensure Multiple Subjects Examination (MSE) is not required for Early Childhood Education/Early Intervention endorsement.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165, 342.223 - 342.232
Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 3-2003, f. & cert. ef. 5-15-03; TSPC 7-2005, f. & cert. ef. 8-24-05; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 4-2009, f. & cert. ef. 9-22-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 9-2009, f. & cert. ef. 12-18-09

584-060-0062 Adding Endorsements to Initial or Professional Teaching Licenses
http://arcweb.sos.state.or.us/pages/rules/bulletin/0914_bulletin/0914_ch584_bulletin.html

(1) An endorsement is the subject matter or specialty education field in which the educator is licensed to teach. Educators may only teach the subjects in which they are licensed in the grade levels authorized on the license (authorization level).

(2) A multiple subjects self-contained endorsement does not allow the teacher to teach: Adaptive Physical Education, Art, Communications Disorders, Early Intervention/Special Education, ESOL, ESOL/Bilingual, Hearing Impaired, Library Media, Music, Physical Education, Reading Specialist, Special Education, or Vision Impaired.

(3) Subject-Matter Competency: A new endorsement will be added to a new or existing Initial I, Initial II or Professional Teaching License upon documentation of one of the following: (For Middle-Level Endorsement exceptions see subsection (5) below.)

> (a) For endorsements where subject-matter mastery tests are required by the commission,
> (b) For the endorsements where the commission has not approved subject-matter mastery

tests including but not limited to: Drama, Japanese, Latin, Chinese, Russian, and Adaptive Physical Education:

>> (A) Completion of a program or demonstrated completion of required coursework; or
>> (B) A non-provisional out-of-state license showing endorsement in the subject-area.

> (c) Special Exception for Out-of-State Applicants: For out-of-state applicants upon first licensure in Oregon. (See OAR 584-036-0080 Licensure Tests.)

(4) Practicum Requirements: In addition to the requirements in subsection (3)(a) and (b) of this rule, one of the following practical experiences must be completed:

> (a) A program-supervised practicum of two semester hours or three quarter hours, which except as specified below may or may not be part of a longer preparation that includes content or methods courses in the subject area, in an institution approved to prepare teachers for that endorsement;
> (b) Verification of 60 hours or more of experience teaching the new subject-area at least one hour each day or the equivalent on either an optional assignment of ten hours or less or an approved License for Conditional Assignment (LCA) as allowed by OAR 584-060-0250; or
> (c) Completion of an approved program in the new subject-matter endorsement area.

Suggested Lesson Plan Format for an ELD Class

[1] Class Description
- Time, date, and location of the lesson:
- Grade level:
- Language proficiency levels:
- Number of students:
- Brief description of what they have learned in the previous lesson:

[2] Goal (Identification of a major learning task in this lesson):

[3] Content and Language Objectives (outcome of today's lesson):

[4] English-Language Proficiency Standards (ELPA standards) addressed in this lesson:

[5] Types of Tasks/Activities used in this Lesson:

[6] Language Skills (Listening/Speaking/Reading/Writing), Materials, Equipment
Skills:
Materials/equipment needed:

[7] Procedure
A 50(or 30)-minute lesson will be held as follows:
Activity Table

Time	Activity	Type of interaction (T-S, S-T, S-S)	Materials/Equipment

[8] Language assessment to determine students' learning in this lesson:

[9] Follow-up assignment to consolidate students' learning:

[10] Brief description of the next lesson:

[11] Comments (Reflection after class):

Suggested Lesson Plan Format for a Sheltered Content Lesson

[1] Class Description
- Time, date, and location of the lesson:
- Grade level:
- Language proficiency levels:
- Number of EL students:
- Brief description of what they have learned in the previous lesson:

[2] Goal (Identification of a major learning task in this lesson):

[3] Objectives (outcome of today's lesson):
- Content Objective(s):
- Language Objective(s)

[4] Standards corresponding to the objectives of the lesson:
- CCSS/NGSS Standard(s):
- ELPA Standard(s):

[5] Tasks/Activities used for Content Adaptions for ELs:

[6] Language Skills (Listening/Speaking/Reading/Writing), Materials, Equipment
Language Skills Focused in the Lesson:
Materials/equipments used in the Lesson:

[7] Procedure
A 50(or 30)-minute lesson will be held as follows:
Activity Table

Time	Activity	Type of interaction (T-S, S-T, S-S)	Materials/Equipment

[8] Assessment to determine students' learning in this lesson:
- Content Assessment:
- Language Assessment:

[9] Follow-up assignment or extension activities to consolidate students' learning:

[10] Brief Description of the Next Lesson:

[11] Comments (Reflection after class):

ESOL LESSON OBSERVATION REPORT
(Completed by University Supervisor)

Student Teacher: _____Observation Date: _____

School: _____Class time: _____

Number of Students: _____ Grade Level: _____ Students' ESL Proficiency Level: _____

Has this student teacher observed/taught this class before?   Yes/No

Has the observer familiarized with the objectives/scheduled activities of this class?   Yes/No

1. Describe the learning objectives for this lesson (as understood by the observer):

2. What materials were used for this lesson (including the textbook)?

3. What were the focal points of instruction? (i.e., what seemed to be specifically focused in this lesson?)

4. In what *learning activities* were the students engaged in during this lesson? Did these activities support the learning objectives?

5. What were the major vocabulary words, form(s), and function(s) covered in this lesson?

6. How were Teacher-to-Student(s), Student(s)-to-Teacher, and Student(s)-Student(s) interactions balanced in this lesson?

7. What were the common difficulty areas among the students? (Which sounds, vocabulary, structure, and/or functions?) What did the instructor do to help the students overcome them?

8. Which effective teaching technique(s) were observed in this lesson?

9. How was the students' achievement of learning objectives assessed?

10. If the observer were to teach a similar class, what changes would he/she make to improve it? Reasons for changes are listed below and supported by relevant readings/research studies in Teaching ESOL.

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11. Other comments, if there is anything that has not been addressed in 1-10 above.

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**Pacific University
ESOL Practicum Evaluation**

Practicum Student: _____ Date: _____ Grade Level _____

School: _____ Mentor Teacher: _____

TSPC Standard: Knowledge Skills and Abilities for English to Speakers of Other Languages		Needs Improvement	Satisfactory	Outstanding
Language	Candidate knows and understands, and uses major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL and bilingual students' language and literacy development.	☐	☐	☐
Comments:				

TSPC Standard: Knowledge Skills and Abilities for English to Speakers of Other Languages		Needs Improvement	Satisfactory	Outstanding
Culture	Candidate knows and understands, and uses major concepts, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.	☐	☐	☐
Comments:				

TSPC Standard: Knowledge Skills and Abilities for English to Speakers of Other Languages		Needs Improvement	Satisfactory	Outstanding
Planning, Implementing, and Managing Instruction	Candidate knows, understands, and uses standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.	☐	☐	☐
Comments:				

TSPC Standard: Knowledge Skills and Abilities for English to Speakers of Other Languages		Needs Improvement	Satisfactory	Outstanding
Assessment	Candidate understands issues of assessment and use standards-based assessment measures with ESOL and bilingual students.	☐	☐	☐
Comments:				

TSPC Standard: Knowledge Skills and Abilities for English to Speakers of Other Languages		Needs Improvement	Satisfactory	Outstanding
Professionalism	Candidate demonstrates knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.	☐	☐	☐
Comments:				

Additional Comments:

Mentor Signature _____

Supervisor's Assent Signature _____

ESOL Practicum Log

(Completed by ESOL Practicum Student)

_____   _____   _____
Name   School   Grade(s)/Subject

_____   _____
Mentor Teacher   University Supervisor

Hours	Dates	Time	Activity

_____   _____   _____
Total Hrs.   Mentor Signature   Date

ESOL Endorsement Scoring Guide for Portfolio

ESOL Endorsement Candidate:_____ Date:_____

(Headings correspond to the TSPC ESOL Endorsement standards)

Promoting Cultural Competence	Creating Student-Centered Classrooms	Demonstrating Professional Leadership	Enhancing Learning Through Technology
(1) Language: Evidence from * ESOL444/544: Educational Linguistics for ESOL Teachers * Practicum Score (0-5)___ (2) Culture: Evidence from * ESOL450/550: Cultural Constructs and Diversity in ESOL Education * ESOL440/540: Language Policy in ESOL Education * Practicum Score (0-5)___	• Assessment • Analysis • Designing/Planning • Implementing Instruction (3) Planning, Implementing, and Managing Instruction: Evidence from * ESOL444/544: Educational Linguistics for ESOL Teachers * ESOL460/560: Foundations of ESOL Methods * ESOL ESOL464/564: Methods, Assessment, and Technology * EDUC453/633: Literacy and English-Language Learners * Practicum Score (0-5)___ (4) Assessment: Evidence from * ESOL464/564: ESOL Methods, Assessment, and Technology * EDUC453/633: Literacy and English-Language Learners * Practicum Score (0-5)___	(5) Professionalism: Evidence from * ESOL440/540: Language Policy in ESOL Education * ESOL460/560: Foundations of ESOL Methods * ESOL464/564: ESOL Methods, Assessment, and Technology course * EDUC453/633: Literacy and English-Language Learners * Practicum Score (0-5)___	(6) Technology Evidence from * ESOL460/560: Foundations of ESOL Methods * Evidence from ESOL464/564: ESOL Methods, Assessment, and Technology course * Evidence from EDUC453/633: Literacy and English-Language Learners * Evidence from Practicum Score (0-5)___

Area for Improvement:	Area for Improvement:	Area for Improvement:	Area for Improvement:
Average Category Score: 5 4 3 | 2 1 0 Met / Not Met	Average Category Score: 5 4 3 | 2 1 0 Met / Not Met	Average Category Score: 5 4 3 | 2 1 0 Met / Not Met	Average Category Score: 5 4 3 | 2 1 0 Met / Not Met

(Documentation will come from courses and experiences specific to a particular certification or endorsement program)

ESOL Endorsement candidates are expected to meet the requirements as set forth by the Teacher Standards and Practices Commission Division 65: Endorsements for initial and continuing teaching licenses (Knowledge Skills and Abilities for English to Speakers of Other Languages: 584-065-0100)

Advisor: _____

Date: _____

Pass / No Pass

READING INTERVENTION ENDORSEMENT PROGRAM DESCRIPTION

The intent of the Reading Intervention Endorsement at Pacific University is to build on the students' knowledge of children's and young adult's language development and literacy learning processes, and broaden their view of the issues involved for students of all ages as they become proficient readers and writers. The Reading Intervention Endorsement is a 16-semester credit hour program. Candidates earn the Reading Intervention Endorsement at the PreK-12 grade levels.

In addition to coursework, the candidate must pass the Praxis Reading Specialist (5301). Oregon requires a passing score of 164. (http://www.oregon.gov/tspc/Pages/Testing.aspx http://www.ets.org/praxis/or/)

Reading Intervention Endorsement coursework:

RDNG 632: Perspectives on Reading
Survey of foundations of reading and reading processes, including contemporary and historical reading research used to establish a philosophical point of view. Surveys reading and literacy philosophies, assessment philosophies, literacy methodologies, research, and current literacy issues as played out in politics to inform the reading candidate. (2 cr.)

RDNG 642: Reading Assessments & Techniques
Emphasizes ways to use formal and informal reading and language development assessments to inform teaching and plan programs. Presents and discusses resources, methodologies, and the use of new technologies and instructional techniques to address the program needs of all learners but especially struggling readers and writers. Surveys Title I procedures, special education procedures and ELL/ESOL procedures as they relate to reading and writing in the school setting. (3 cr.)

RDNG 645: Developing Literacy in the Content Areas
Explores strategies to help teachers prepare their students to comprehend nonfiction genre, content area textbooks and new technologies. Discusses and explore ways candidates when serving in a leadership role can provide coaching in the content areas for colleagues. (2 cr.)

RDNG 650: Leadership for Literacy
Emphasizes ways for candidates to work with colleagues to demonstrate, observe, and provide feedback on effective literacy strategies and approaches to use with students. Discusses ways for candidates to provide guidance and supervision of paraprofessionals. Emphasizes ways for candidates to participate in, initiate, implement and evaluate professional development programs to select and manage literacy programs. Discusses ways for candidates to interpret design and conduct data driven research at a school level. (2 cr.)

ESOL 544 Educational Linguistics for ESOL Teachers
This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students. (3 cr.)

EDUC 633 Literacy and English-language Learners
Candidates will discuss theories and issues in reading and writing in English–as-an-additional

language and their implications for instructional practice. Candidates will explore effective reading and writing instructional practices with multilingual learners, and children's and adolescent literature as they pertain to diversity within a multicultural classroom. (2 cr.)

RDNG 653 ECE/Elem Supervised Reading Specialist Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as needing additional reading support, and a Reading Specialist practicum portfolio. Practicum focus will be in an ECE and Elem setting. (2 cr.)

OR

RDNG 654 MS/HS Supervised Reading Specialist Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as needing additional reading support, and a Reading Specialist practicum portfolio. Practicum focus will be in an MS and HS setting. (2 cr.)

OR

RDNG 655 PreK-12 Multilevel Supervised Reading Specialist Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as needing additional reading support, and a Reading Specialist practicum portfolio. Practicum focus will be in an ECE or Elem setting **and** a MS or HS setting. (2 cr.)

<u>Additional Reading Intervention and ESOL Dual Endorsement Course & Practicum Requirements</u>
With an additional 8 semester credits, candidates can add the ESOL Endorsement along with the Reading Intervention Endorsement to their Oregon Teaching License. Please see the ESOL handbook for additional endorsement requirements and program description.

ESOL 450/550 Cultural Constructs and Diversity in ESOL Education
This course is designed to equip ESOL teacher candidates to possess competency in cultural, linguistic, educational and ethnic issues present in educating English-language Learners (ELLs). Candidates will develop understanding of cultural and linguistic diversity in ESOL education and be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. (2 cr.)

ESOL 460/560 Foundations of ESOL Methods
This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. (2 cr.)

ESOL 464/564 ESOL Methods, Assessment, and Technology
This course is designed to apply theoretical foundations built in the preceding course, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESL instruction. It also aims to promote the candidates' knowledge and understanding of inquiry- and standards-based

practices and strategies in planning, implementing, and managing ESL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESL lessons and curricula including second language assessment and technology-incorporated instruction. (2 cr.)

ESOL 472/572 ECE/Elem Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. (2 cr.)

OR

ESOL 474/574 MS/HS Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. (2 cr.)

OR

ESOL 476/576 Multilevel Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting **and** a MS or HS setting. (2 cr.)

In addition to coursework, the candidate must pass the NES-ESOL exam. Oregon requires a minimum score of 228.
(http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT507_TestPage.html)

Practicum Experience
Reading Intervention Endorsement candidates are expected to complete 90-hours of supervised practicum experience or its equivalent and required by the Oregon TSPC (see the appendices for the relevant OAR for this requirement). Much of this time will be spent observing their mentor teacher and the students while the teacher leads lessons; and discussing assessment, planning, and teaching techniques related to the instruction of struggling readers. It is appropriate for Reading Intervention Endorsement candidates to be given an opportunity to lead daily lessons with at least one small group of children or adolescents. The Reading Intervention Endorsement candidate is also expected to assist you in planning for small group and/or whole class activities. Candidates are encouraged to attend school-, district-, and state-wide meetings, in-services, and workshops that address the needs of readers and writers.

Candidates are strongly encouraged to prepare for two focus area strands: early childhood (grades pk-4), elementary (grades 3-8), middle school (grades 5-9), and high school (grades 9-12). Candidates who are authorized to teach at K-12 levels will split their 90-hour practicum between the two grade levels. The Reading Intervention Endorsement candidates are responsible for maintaining a log of their teaching and planning activities at the school.

Throughout the experience, Reading Intervention Endorsement candidates should schedule regular conference times with their mentor teachers to share observations, raise and answer questions, socialize, and plan. Reading Intervention Endorsement candidates should plan carefully with their mentors, submitting unit or lesson plans <u>in advance</u> to facilitate review and discussion, as the need arises.

Acting as liaison between the school and Pacific University is the university supervisor who will visit to observe the Reading Intervention Endorsement candidates a minimum of two times during each 90-hour practicum. Reading Intervention Endorsement candidates should also regularly update their university supervisor with their progress in the Reading Intervention practicum.

At the conclusion of a supervised Reading Intervention practicum course, Reading Intervention Endorsement candidates receive a grade of Pass (equivalent of a C or above) or No Pass (failure to meet established standards). The grade, given by the university supervisor, incorporates feedback and recommendations from Reading Intervention Endorsement candidate's mentor. At the end of each semester, the College of Education will assess individual progress toward meeting the program requirements.

Reading Intervention Endorsement Candidates' Role

During the 90-hour practicum, the Reading Intervention Endorsement candidates moves from an observing and assisting role to a teaching role, practicing and demonstrating competencies under the guidance of a qualified mentor teacher. The Reading Intervention Endorsement candidates' primary responsibilities are to:

- Develop competence in six key areas as set by TSPC:
  (1) Foundational Knowledge and Dispositions
  (2) Instructional Strategies and Curriculum Materials
  (3) Assessment, Diagnosis and Evaluation
  (4) Creating a Literate Environment
  (5) Professional Development
  (6) Leadership: Guidance and supervision of paraprofessionals.

- 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.
- Earn a C or better in all course work. Candidates who earn a C- or below will not be allowed to continue in the program until the course in which the substandard grade was earned is retaken and the candidate receives a grade of C or above.
- Develop, with the mentor teacher(s), a schedule for teaching responsibilities.
- Encourage evaluation of lesson plans and teaching performance by the mentor teacher and through self-assessment.
- Learn and adhere to school, district, and state rules and policies pertaining to the school's Reading Intervention program.

The Mentor Teacher's Role

The mentor teacher serves as the primary guide, support and model for the Reading Intervention Endorsement candidate 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 to allow the Reading Intervention Endorsement candidates to develop a personal teaching style. While the university expects the Reading Intervention Endorsement candidate to work within the general curriculum that has been established in the school and to follow all school rules and procedures, the Reading Intervention Endorsement candidate should also 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 Reading Intervention Endorsement candidate with a faculty handbook or source of information pertaining to building and district policies.
- Introduce the Reading Intervention Endorsement candidate as a colleague to students and staff.
- Invite the Reading Intervention Endorsement candidate to all state-, district-, and school-wide meetings and in-services in which supporting students as readers and writers is the key topic.
- Create an atmosphere of acceptance for the Reading Intervention Endorsement candidate with the students, staff, and community.
- Guide the Reading Intervention Endorsement candidate 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.
- Inform the Reading Intervention Endorsement candidate concerning background information of students and introduce available resource persons and materials.
- Provide feedback on lesson planning and teaching following observations of the Reading Intervention Endorsement candidate's teaching.
- Consult regularly with the university supervisor about the Reading Intervention Endorsement candidate's progress.
- Assist the Reading Intervention Endorsement candidate in developing an individual teaching style.
- Assist in developing and monitoring the Reading Intervention Endorsement candidate's progress on the TSPC Standards.
- Recommend a Pass/No Pass grade based on the Reading Intervention Endorsement candidate's proficiency and completion of practicum requirements.
- Submit the mentor teacher's evaluation (located in the appendices) to the Reading Intervention Endorsement program coordinator as a written assessment of the candidate's literacy instruction competency as set forth by the TSPC standards.

Reading Intervention Endorsement Candidate Placements

Reading Intervention Endorsement candidates are placed with mentor teachers who currently hold a Reading Specialist or Reading Intervention endorsement and have a minimum of three years

teaching experience. Typically Reading Intervention and Reading Specialist Endorsed teachers serve students across multiple age groups and grade levels.

Early Childhood/Elementary Education
Students require two placements for early childhood education in grades K-4, and for elementary education in grades 3-6 in a Title One classroom or with the school's or district's Reading Specialist.

Elementary/Middle School (K-12)
Students require two placements: one in an elementary school at the upper elementary level (any of grades 3-6) and one in a middle school (grades 6-8) or in a high school (grades 9-12). Each placement is approximately 45-hours.

Middle School/High School
Students require two placements: one in a middle school and one in a high school in a reading support class or in the candidates' endorsement area with a Reading Specialist or Reading Intervention endorsed teacher. Each placement is approximately 45-hours.

Criteria and Selection of Mentor Teachers

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

- Preparation in supervising, evaluating, and/or instructing Reading Intervention Endorsement candidates.
- A minimum of three years of successful classroom teaching preferably in the district, and at least one year in that particular school.
- A current Oregon teaching certificate with appropriate Reading Specialist or Reading Intervention endorsement for current assignments.
- Demonstrated competence as a teacher.
- A positive, professional attitude and enthusiasm for teaching.
- Understanding effective teaching strategies.
- Ability to relate to and communicate with other teachers, administrators, staff, children, and parents.
- Skills in evaluating the performance of Reading Intervention Endorsement candidates and willingness to constructively share the evaluation with the Reading Intervention Endorsement candidate and university supervisor.
- Ability to work cooperatively with the Reading Intervention Endorsement candidate and university supervisor.
- Willingness to participate in meetings with the Reading Intervention Endorsement candidate and supervisor. These meetings will include, but not be limited to, an initial meeting during inservice week and a mid-placement conference.

The Building Administrator

In assuming responsibility for Reading Intervention Endorsement candidates within the building, the building administrator will

- Assist in selecting mentor teachers;
- Orient the Reading Intervention Endorsement candidate to the school's philosophy, policies, regulations and the physical plant;
- Help the Reading Intervention Endorsement candidate become acquainted with the school staff;
- Confer with the mentor teacher about the Reading Intervention Endorsement candidate's progress;
- Suggest teachers or schools as possible observation sites;
- Communicate with the university supervisor.

The University Supervisor

The university supervisor serves as the liaison between the public schools and Pacific University. The university supervisor will

- Inform the district personnel about the program expectations and requirements;
- Meet with the mentor teacher and Reading Intervention Endorsement candidate to plan, implement, and evaluate the experience;
- Visit and observe the Reading Intervention Endorsement candidate's performance a least twice during each 90-hour placement;
- Confer with the Reading Intervention Endorsement candidate and mentor teacher after observations, and supply copies of written reports for the Reading Intervention Endorsement candidate, mentor teacher, building administrator, and the School of Learning & Teaching;
- Schedule conferences with the Reading Intervention Endorsement candidate and mentor teacher to evaluate the experience;
- Consult with the Reading Intervention Endorsement candidate to discuss the Reading Intervention Endorsement candidate's progress with any portfolio requirements;

Evaluation of Reading Intervention Endorsement Candidates

Reading Intervention Endorsement candidates are evaluated according to their mastery of Pacific University's Reading Intervention Endorsement candidate competencies. These are organized around six major areas set by TSPC:

(1) Foundational Knowledge and Dispositions
(2) Instructional Strategies and Curriculum Materials
(3) Assessment, Diagnosis and Evaluation
(4) Creating a Literate Environment
(5) Professional Development
(6) Leadership: Guidance and supervision of paraprofessionals.

It is essential that supervising teachers provide regular feedback, noting growth as well as areas for improvement. Near the conclusion of the practicum, the Reading Intervention Endorsement candidate, mentor, and university supervisor will each complete the appropriate Reading Intervention Endorsement candidate evaluation forms. A three-way conference is held with the Reading Intervention Endorsement candidate, the mentor teacher, and the university supervisor.

In cases of disagreement concerning the Reading Intervention Endorsement candidate's final evaluation, students should appeal to the appropriate appellate body.

Policies Regarding Reading Intervention Endorsement Candidates

Dress: Reading Intervention Endorsement t candidates are expected to dress professionally. Style of dress should be consistent with that of teachers at the school.

Absences: Prompt and regular attendance is essential. When Reading Intervention Endorsement candidates must be absent, it is essential that they notify the mentor teacher and the university supervisor as early as possible and certainly prior to the time school begins on the morning of the absence.

Vacations: Reading Intervention Endorsement candidates follow the school district's schedule for holidays, in-service days, and plan for inclement weather days.

Liability: School districts do not provide liability coverage for Reading Intervention Endorsement candidates; however, Reading Intervention Endorsement candidates may have homeowner's insurance policies that include personal liability insurance. This policy usually does not provide coverage while working as non-paid employees. In addition, insurance companies may regard the placement site as the party responsible for providing personal liability insurance for non-paid students. Those who have their own personal liability policy may wish to ask their agents about the limits and coverage of their policies. One option is the policy included in a membership in student NEA-OEA Educators Employment Program. This policy is summarized in a brochure/application available on request from the NEA-OEA at 1-800-858-5505.

Oregon Laws and Reading Intervention Endorsement Candidates

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.

Reading Intervention Endorsement candidates or interns have full authority to teach during their assignment times, and such assignments have the same effect as if they held valid teaching licenses and endorsements.

Reading Intervention Endorsement candidates may not serve as substitute teachers. In the absence of the mentor teacher, a regular substitute teacher **must** be assigned to the class.

Licensure

Students must assume responsibility for adding the Reading Intervention Endorsement to their current Oregon license and other state licenses. Appropriate forms for Oregon licensure are available in the Education Office. Specific questions should be addressed to the Teacher Standards and Practices Commission (503) 378-3586.

Reading Endorsement Appendices

TEACHER STANDARDS AND PRACTICES COMMISSION

DIVISION 65

ENDORSEMENTS FOR INITIAL AND CONTINUING TEACHING LICENSES

584-310-0150: Reading Intervention

584-065-0050: Reading Specialist

http://www.oregon.gov/tspc/Pages/News_Release_071015/584-310-0150.aspx

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_018.html

584-310-0150 Reading Intervention

(1) Purpose: A Reading Intervention endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments as provided by the *TSPC Licensure Guide for Reading Intervention.*

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as authorized in OAR 584-060-0250 *License for Conditional Assignment.*

(3) **Adding the Reading Invention Endorsement to Existing License:** To be eligible to add a Reading Intervention endorsement to an Initial II, Preliminary, Professional, Distinguished Teacher Leader or Legacy teaching License, an applicant must:

    (a) Complete a Commission-approved Reading Intervention preparation program;
    (b) At least fifty percent (50%) of the Reading Intervention coursework must have been completed within five years prior to the date of application for the endorsement; and
    (c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-036-0055.

[Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.]

(4) Requirements for Commission-Approved Program: To be eligible as a Commission-approved program, a Reading Intervention preparation program must:

    (a) Meet the standards as provided in OAR 584-018-0155 *Reading Specialist;*
    (b) Include content courses and pedagogy courses especially designed to ensure that the

educator is able to provide high quality reading instruction that enables pupils to meet or exceed third-grade reading standards adopted by the State Board of Education to become proficient readers by the end of the third grade;

(c) Include instruction on dyslexia that is consistent with the knowledge and practice standards of an international organization on dyslexia;

(d) Require student passage of the Commission's required test for Reading Intervention; and

(e) Provide supervised field experience as a Reading Intervention teacher.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232
Hist.:

584-065-0050: Reading Specialist -- Early Childhood and Elementary, OR Elementary and Middle Level OR Middle and High School

The following requirements must be met:

(1) Foundational Knowledge and Dispositions

(a) Knowledge of psychological, sociological, linguistic and anthropological foundations of reading and writing processes and instruction.

(b) Knowledge of reading research and histories of reading.

(c) Knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.

(d) Knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) and how they are integrated in fluent reading.

(e) Display dispositions related to reading and the teaching of reading.

(2) Instructional Strategies and Curriculum Materials

(a) Use key instructional grouping options (individual, small-group, whole-class, computer-based.)

(b) Use a wide range of instructional practices, including technology-based practices that promote reading and/or writing across the curriculum.

(c) Use a wide range of curriculum materials in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English language learners.

(d) Plan and use appropriate practices, including technology-based practices in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English language learners.

(3) Assessment, Diagnosis and Evaluation

(a) Use a wide range of assessment tools and practices that range from individual and standardized group tests to informal, individual, and group classroom assessment strategies and also include technology-based assessment tools.
(b) Place students along a developmental continuum and identify students' proficiencies and difficulties.
(c) Use assessment information to plan and revise effective instruction for all students.
(d) Effectively communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)

(4) Creating a Literate Environment

(a) Use students' interest and backgrounds as foundations for the reading and writing program.
(b) Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.
(c) Model reading and writing enthusiastically as valued life-long activities
(d) Motivate learners to be life-long readers.

(5) Professional Development

(a) Continue to pursue the development of professional knowledge and dispositions.
(b) Work with colleagues to observe, evaluate and provide feedback on each other's practice.
(c) Participate in, initiate, implement and evaluate professional development programs.

(6) Leadership: Guidance and supervision of paraprofessionals.

(7) A candidate must also complete student teaching, an internship or a supervised practicum with students in Early Childhood and Elementary, OR Elementary and Middle Level OR Middle Level and High School. Candidates completing a practica experience at either early childhood or elementary and at either middle or high school level shall qualify for authorization for pre-primary through grade twelve.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165, & ORS 342.223 - ORS 342.232

Reading Practicum Log

_____		_____	Reading
Name		School	Grade(s)/Subject

_____   _____

Mentor Teacher   University Supervisor

Hours	Dates	Time	Activity

90

_____   _____   _____

Total Hrs.   Mentor Signature   Date

Pacific University

Reading Intervention Endorsement Practicum Evaluation

Practicum Student: _____ Date: _____ Grade Level:_____

School: _____ Mentor: _____

TSPC Standard: Knowledge Skills and Abilities for Reading Specialist		Needs Improvement	Satisfactory	Outstanding
Foundational Knowledge and Dispositions	Candidate demonstrates the following skills: Knowledge of psychological, sociological, linguistic and anthropological foundations of reading and writing processes and instruction. Knowledge of reading research and histories of reading. Knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.	☐	☐	☐
Comments:				

TSPC Standard: Knowledge Skills and Abilities for Reading Specialist		Needs Improvement	Satisfactory	Outstanding
Instructional Strategies and Curriculum Materials	Candidate demonstrates the following skills: Use of key instructional grouping options. Use of a wide range of instructional practices. Use of a wide range of curriculum materials for learners at various stages of reading and writing development, and from different cultural and linguistic backgrounds. Plan and use of appropriate practices in effective reading instruction for learners at various stages of development and from different cultural and linguistic backgrounds.	☐	☐	☐
Comments:				

TSPC Standard: Knowledge Skills and Abilities for Reading Specialist		Needs Improvement	Satisfactory	Outstanding
Assessment, Diagnosis and Evaluation	Candidate demonstrates the following skills: Use of a wide range of assessment tools and practices. Places students along a developmental continuum. Use of assessment information to plan and revise instruction. Effectively communicate results of assessments to specific individuals.	☐	☐	☐
Comments:				

TSPC Standard: Knowledge Skills and Abilities for Reading Specialist		Needs Improvement	Satisfactory	Outstanding
Creating a Literate Environment	Candidate uses students' interest and backgrounds as foundations for the reading and writing program. Uses a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds. Models reading and writing enthusiastically as valued life-long activities. Motivates learners to be life-long readers.	☐	☐	☐
Comments:				

Additional Comments:

Mentor Signature _____ Date _____

Supervisor Signature _____ Date _____

Reading Intervention Endorsement TSPC Standards & Course Alignment

Candidate:_____ Date:_____

(Headings correspond with TSPC reading endorsement standards)

Foundational Knowledge and Dispositions	Instructional Strategies and Curriculum Materials	Assessment, Diagnosis and Evaluation	Creating a Literate Environment
Relevant Courses: • RDNG 632: Perspectives in Literacy • EDUC 633: Literacy & ELLs • Practicum Score (0-5)___	Relevant Courses: • RDNG 645: Developing Literacy in the Content Areas • ESOL 544: Educational Linguistics for ESOL Educators • Practicum Score (0-5)___	Relevant Courses: • RDNG 642: Reading & Assessment Techniques • Practicum Score (0-5)___	Relevant Courses: • RDNG 642: Reading & Assessment Techniques • RDNG 645: Developing Literacy in the Content Areas • ESOL 544: Educational Linguistics for ESOL Educators • EDUC 633: Literacy & ELLs • Practicum
		Leadership	
		Relevant Courses: • RDNG 650: Leadership for Literacy • RDNG 632: Perspectives in Literacy • Practicum Score (0-5)___	

Area for Improvement:	Area for Improvement:	Area for Improvement:	Area for Improvement:
Average Category Score: 5 4 3 | 2 1 0 Met / Not Met	Average Category Score: 5 4 3 | 2 1 0 Met / Not Met	Average Category Score: 5 4 3 | 2 1 0 Met / Not Met	Average Category Score: 5 4 3 | 2 1 0 Met / Not Met

(Documentation will come from courses and experiences specific to a particular certification or endorsement program)

Reading endorsement candidates are expected to meet the requirements as set forth by the Teacher Standards and Practices Commission Division 65: 584-065-0050 Reading Specialist. Candidate must also complete a supervised practicum.

Advisor: _____   Date: _____

Pass / No Pass

COURSE DESCRIPTIONS

EDLL-300 Experiential & Inquiry Learning In ECE/Elem
Introduces future teachers to experiential and inquiry learning: 1) as a way to foster critical & creative thinking & international perspectives through a wide variety of community-based and Internet resources; 2) as a means to facilitate the acquisition of a primary and a new language while maintaining one's own cultural and linguistic identity as an ELL; 3) to study issues of cultural assimilation and relating conflicts.
Corequisite: EDLL 310. 2 credits.

EDLL-305 Integrated Social Studies
Introduces early childhood and elementary educators to inquiry and experiential learning as a framework for teaching the integrated social studies. Emphasizes the linkage to current standards of practice, integrated curriculum design, developmentally, culturally, and linguistically appropriate pedagogy. Develops strategies for the acquisition of academic language and literacy in the social studies with attention to ELL instruction and assessment. 4 credits.

EDLL-310 Integrated Social Studies Methods
Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to integrated social studies instruction. Emphasizes the linkage to current standards of practice, integrated curriculum design, developmentally, culturally, and linguistically appropriate pedagogy. Develops strategies for the acquisition of academic language and literacy in the social studies with attention to ELL instruction and assessment.
Corequisite: EDLL 300. 2 credits.

EDLL-315 Political & Cultural Context/Schooling
Introduces teacher candidates to schools as organizations within a historical, cultural, political and social context. Explores history and current laws relating to learners' rights and teachers' responsibilities, with a focus on the history laws, policy of ESL education. Studies the alignment and discontinuity of family, school, cultural context, and community spheres of influences and the impact on learning. 2 credits.

EDLL-320 Applied Human Development & Psychology
Introduces teacher candidates to an understanding of how learning occurs and to developmental issues of learners in their classrooms: behavioral, physical, person, social, socio-linguistic, and cognitive. Relates psychology to all areas of teaching and learning. Equips teacher candidates with strategies for understanding strengths and needs of individual learners and how to plan developmentally, culturally, and linguistically responsive instruction to support learners' strengths and needs, including those learners with exceptionalities associated with disabilities, giftedness, and English language learning.
Corequisite: EDLL 325. 3 credits.

EDLL-325 Expressive Arts Methods
Introduces early childhood and elementary teacher candidates to the theories, strategies, resources, and technology applications appropriate to the expressive arts, (visual arts, music, and movement, and dramatic play). Emphasizes the linkage to current standards of practice, integrated curriculum design, and developmentally appropriate child-centered pedagogy. Explores and applies the use of the expressive arts in second language acquisition. Course includes clinical integration. Corequisite: EDLL 320. 2 credits.

EDLL-330 Science Methods
Introduces early childhood and elementary educators to the theories, strategies, and technology applications appropriate to science, technology, and engineering plus integrated health and art methodologies. Emphasizes the linkage to current standards of practice, integrated curriculum design, and developmentally, culturally, and linguistically appropriate pedagogy. Develops strategies for the acquisition of academic language and literacy in the content areas with attention to ELL instruction and assessment in science. 2 credits.

EDLL-350 Linguistics for ECE/Elem Education
Examines the nature of language as a system of human communication. Explores how language development functions as a basis for literacy development and examines what linguistic and cultural variations are involved in children's language and literacy development by building a solid foundation in theories of first and second language acquisition. 4 credits.

EDLL-360 Technology across Curriculum
Introduces educators to some of the applications for technology in education and familiarizes them with issues associated with technology use. Develops and expands teacher candidates' skills and knowledge of educational technology appropriate to enhance language and content area instruction for ELL and bilingual students. Evaluates technology resources for quality, accuracy and effectiveness for use in diverse classrooms. Addresses classroom management and organizational strategies associated with the use of technology. Course includes clinical integration. Corequisite: EDLL 380. 2 credits.

EDLL-365 Clinical Observation
Provides participation in a professional experience in public schools. Pass/No Pass. 1 credit.

EDLL-375 Culture, Power & Identity I
Explores the nature and role of culture, structures of power and systemic effects of prejudice and discrimination alongside developing an understanding of one's own socially constructed identity. Develops strategies for advocacy through civil engagement in the community as a teacher leader. Course is co-taught with members of the Woodburn community and includes a community/school based civic engagement project. 2 credits.

EDLL-380 Planning, Managing, Implementing & Assessing Instruction
Develops skills in managing and organizing learning for diverse learners, including English Language learners. Examines a variety of specific curricular models, instructional skills and

strategies, assessment methods, and classroom management systems, including those most effective for ELL classrooms. Course includes clinical integration.
Corequsite: EDLL 360 and EDLL 390. 4 credits.

EDLL-390 Teacher as Researcher I
Introduces teacher candidates to foundational principles of teacher action research. Candidates will develop the skills of accessing, organizing, and analyzing existing research. Candidates will learn to use data and existing research to analyze educational practice and policy at the community, school, and classroom levels.
Corequisite: EDLL 380. 2 credits.

EDLL-400 Culture, Power & Identity II
Explores the nature and role of culture, structures of power and systemic effects of prejudice and discrimination alongside developing an understanding of one's own socially constructed identity. Develops strategies for advocacy as a teacher leader within school systems to support all learners and their families.
Prerequisite: EDLL 350. 2 credits.

EDLL-410 Teacher as Researcher II
Students will continue exploration of teacher action research through a) analyzing their own emerging teaching practice, b) developing an area of focus for further study, and c) designing an integrated teaching/research and learning unit of study (work sample) to be implemented during school-based clinical experience.
Corequisite: EDLL 425 and EDLL 430. 2 credits.

EDLL-420 Math Methods
Introduces early childhood and elementary educators to the theories, strategies, and technology applications appropriate to mathematics. Emphasizes the linkage to current standards of practice, integrated curriculum design, and developmentally, culturally, and linguistically appropriate pedagogy. Develops strategies for the acquisition of academic language and literacy in the content areas with attention to ELL instruction and assessment in mathematics. 3 credits.

EDLL-425 Literacy Methods
The course explores the power of language through the study and application of comprehensive literacy. Introduces teacher candidates to the survey and implementation of specific curricular methods and assessments of comprehensive literacy for implementation in early childhood and elementary classrooms, including the integration of current standards of practice and standards based ESOL instruction. Course includes clinical integration.
Corequisite: EDLL 410. 6 credits.

EDLL-430 STEM and Methods
Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to science, technology, engineering, and mathematics, plus integrated health and art methodologies. Emphasizes the linkage to current standards of practice, integrated curriculum design, and developmentally, culturally and linguistically appropriate

pedagogy. Develops strategies for the acquisition of academic language and literacy in the content areas with attention to ELL instruction and assessment in mathematics, science and health. Course includes clinical integration. 5 credits.

EDLL-450 Culture, Power & Identity III

Praxis: Theory into Action. Teacher candidates and leaders and advocates will place into action theories and strategies from all preceding courses as they plan, teach, assess and manage ELL classrooms as inclusive learning communities for all students. Taught in conjunction with EDLL 475. Includes integrated action research/teaching/advocacy implementation. Prerequisite: EDLL 350 and EDLL 400.
Corequisite: EDLL 475. 4 credits.

EDLL-475 Student Teaching & ESOL Practicum

Supervised clinical experiences teaching and learning with diverse learners in ESOL early childhood and elementary classrooms. Prerequisite: EDLL 350 and EDLL 400.
Corequisite: EDLL 450. Pass/No Pass. 10 credits.

EDUC-397 Field Experience

Offers participation in a professional experience in public schools. Prerequisite: Admission to College of Education. May be repeated for credit. Pass/No Pass. 1 credit.

EDUC-411 Ed Diverse Learners in Inclusive Class

Prepares general and special education teachers to differentiate and collaborate for the purpose of meeting the needs of diverse learners. Candidates will apply understanding of inclusive environments, individual differences, and instructional planning to adapt curriculum and instruction to support learner achievement and growth. Prerequisite: Admission to the College of Education. 2 credits.

EDUC-420 Language Acquisition in Children

Examines the nature of language as a system of human communication. Provides an overview of major theories of first language acquisition. Explores how language development functions as a basis for literacy development and what linguistic and cultural variations are involved in children's language and literacy development. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits

EDUC-604 Advanced Educational Psychology, Development, & Learning

Students will explore more deeply the foundational concepts from the Sociological Core I. Students examine power, privilege, and oppression and understand how dominant cultural patterns shape and impact schools and other institutions. Students explore racism, classism, sexism, heteronormativity, ableism, ageism, and issues of religion, ethnicity, and xenophobia. Students explore current educational trends and their responsibilities as teachers of general education students, special education students, and English Language Learners within learning communities. Prerequisite: Admission to the College of Education. 4 credits.

EDUC 606 Critical Perspectives on Identity & Social Systems
Through the lenses of historical, cultural, social, philosophical, financial, legal, and ethical perspectives, this course uses systems theory to examine issues of schooling. Students explore social identity markers such as race, ability, gender, socioeconomic class, special education status, sexual orientation, language, and immigration, and develop awareness of how their own backgrounds and positionalities influence who they are as teachers. Through developing awareness of positionality and social context, the course calls attention to the teacher's responsibility to understand difference in order to engage in equitable teaching practices and pedagogy. Critical questions addressed in this course: How do I understand myself in relation to society and the needs of others within the context of a learning community? How can I use my position as a teacher to become an advocate for all students? How does my understanding of equity affect my choices and those that schools make for meeting the needs of all students?
Prerequisite: Admission to the College of Education. 3 credits.

EDUC-607 Technological Learning Environments
This set of project-based learning experiences is designed to introduce you to some of the applications of technology in education, as well to familiarize you with issues associated with their use. The focus of the course will be on why, when, and how to use technology to support students' thinking and learning. Through readings, presentations, lab work, small group work, projects and independent exploration, this course also provides concrete experience applying technology to your teaching and lesson design.
Prerequisite: Admission to the College of Education. 3 credits.

EDUC-612 Teaching & Inquiry I: Fundamentals
Introduces teacher candidates to the inquiry process as fundamental to teacher and student learning. In this course teacher candidates explore their relationships and experiences with schools, others, teaching pedagogy, and research. Central to these explorations is an inquiry into the self and context through course activities, critical readings, and data collection and analysis. Teacher candidates begin to explore the relationship between the teaching cycle and teacher inquiry. Prerequisite: Admission to the College of Education. 2 credits.

EDUC-613 Teaching & Inquiry II: Design & Implementation
Teacher candidates continue their study of schools, others, teaching pedagogy, and research and apply their learning to designing and implementing their teaching inquiry project. Course details the teaching inquiry cycle: curriculum design, methods of data/assessment planning and collection, interpretation, and analysis through multiple perspectives and making strong connections between self as teacher, context, and student learning. Central to this course, teacher candidates learn with each other and participate in a collaborative learning community. Inquiry projects from this course are aligned with Oregon initial licensing standards.
Prerequisite: EDUC 612. 2 credits.

EDUC-614 Teaching & Inquiry III: Analysis & Decision-making
Students apply their knowledge from Teaching & Inquiry I and II to develop and implement the Teaching Inquiry Project across unit(s) of study. Course offers support through peer interaction, critique, and discussion, structures to collect and analyze data and formulate interpretations, adjust

curriculum and inquiry design as necessary, and critically analyze self as teacher based upon student learning. 2 credits.

EDUC-616 School & Community Leadership
Focuses on candidates becoming teacher leaders in schools and districts by learning to be an informed and effective voice in the community through understanding the dynamics of the school-family-community relationships; by understanding issues of public policy, especially the areas of equity and social justice; by learning to conduct an ethnographic scan; by working effectively with culturally and linguistically diverse populations; by increasing awareness of current issues that impact education, and by partnering with community resources. 2 credits.

EDUC-617 Secondary Subject Pedagogy: Business (HS Focus Only)
Explores materials and methods for teaching business education in the high school. Emphasizes current teaching strategies and evaluations, recent curriculum developments, and utilization of equipment.
Prerequisite: Admission to College of Education. 4 credits.

EDUC-618 Secondary Subject Pedagogy: Social Studies (MS/HS Focus Only)
Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities and debates on current issues in the field.
Prerequisite: Admission to College of Education. 4 credits.

EDUC-619 Secondary Subject Pedagogy: Art (MS/HS Focus Only)
Introduces methods of art instruction for the middle and high school classroom. Examines creativity, developmental levels, discipline-based art education, and state and national standards. Considers the philosophy of art education and art integration into other subjects. Includes hands-on experiences with art media and lesson plans.
Prerequisite: Admission to College of Education. 4 credits.

EDUC-620 Language Acquisition in Children
Examines language as a system of human communication with an emphasis on typical development. Presents overview of major theories of first language acquisition. Explores how language development provides a basis for literacy development and what linguistic and cultural variations are involved in children's language and literacy development. 2 credits

EDUC-621 Secondary Subject Pedagogy: Drama (MS/HS Focus Only)
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching drama including acting, directing, and technical theater.
Prerequisite: Admission to College of Education. 4 credits.

EDUC-622 Secondary Subject Pedagogy: Music (MS/HS Focus Only)
Examines the fundamental principles, techniques, and procedures for teaching music in the middle and high school classroom.
Prerequisite: Admission to College of Education. 4 credits.

EDUC-623 Secondary Subject Pedagogy: Language Arts (MS/HS Focus Only)
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. Emphasizes research-based teaching and evaluation methods and examines national and state mathematics standards.
Prerequisite: Admission to College of Education. 4 credits.

EDUC-624 Secondary Subject Pedagogy: Math (MS/HS Focus Only)
Introduces educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods and examines national and state mathematics standards.
Prerequisite: Admission to College of Education. 4 credits.

EDUC-625 Portfolio Development
Supports practicing teachers in designing, organizing and presenting a professional teaching portfolio. Emphasis is on designing, preparing, and selecting materials that describe and illustrate the desirable degree of exemplary performance in the classroom. Instructor's consent required. Pass/No Pass. 1-2 credits.

EDUC-626 Secondary Subject Pedagogy: Science (MS/HS Focus Only)
Introduces educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Includes an examination of the philosophy of science, and experiences with natural phenomena in order to engage with science teaching and learning. Emphasizes research-based teaching and evaluation methods and examines national and state mathematics standards.
Prerequisite: Admission to College of Education. 4 credits.

EDUC-627 Secondary Subject Pedagogy: Health (MS/HS Focus Only)
Guides students in the investigation of the three phases of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management.
Prerequisite: Admission to College of Education. 4 credits.

EDUC-453/633 Literacy & English-Language Learners
Discusses theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. Emphasizes literacy instruction for students who are learning academic English-as-an-additional language. Explores effective reading and writing instructional practices with multilingual learners. Explores children's and adolescent literature as it pertains to diversity within a multicultural classroom. 2 credits.

EDUC-636 Instruction, Assess, & Classroom Management (MS/HS Focus Only)
This course prepares secondary teachers to design classroom instruction and assess resultant student learning. Candidates will units and lessons that are developmentally appropriate for a specific group of students, require thinking at a range of levels, and apply a variety of assessment strategies. Course content will include an examination of research-based instructional skills, assessment strategies, and classroom management systems.
Prerequisite: Admission to the College of Education. 3 credits.

EDUC-642 Secondary Subject Pedagogy: World Languages (MS/HS Focus Only)
Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture.
Prerequisite: Admission to College of Education. 4 credits.

EDUC-643 Secondary Subject Pedagogy: Physical Education (MS/HS Focus Only)
This course guides students in the investigation of the many facets of a comprehensive physical education program. Emphasis is on the content of the physical education curriculum, developmental levels, teaching strategies, lesson planning, observations, and classroom management. Additional context is provided around theories of movement in education, and the role of health and nutrition as part of a physical education program.
Prerequisite: Admission to College of Education. 4 credits.

EDUC-648 Critical Perspectives in School Contexts
Students explore more deeply the foundational concepts from Critical Perspectives of Identity and Social Systems. Students examine power, privilege, and oppression and understand how dominant cultural patterns shape and impact schools and other institutions. Students explore racism, classism, sexism, heteronormativity, ableism, ageism, and issues of religion, ethnicity, and xenophobia. Students explore current educational trends and their responsibilities as teachers of general education students, special education students, and English Language Learners within the context of a learning community.
Prerequisite: EDUC 606. 2 credits.

EDUC-650 Education Field Experience
Provides participation in a professional experience in public schools.
Prerequisite: Admission to the College of Education. May be repeated for credit. Pass/No Pass. 1-4 credits.

EDUC-654 Clinical Education Practicum
Provides an opportunity for students to observe and participate in an educational setting. Candidates observe and apply principles of education pedagogy and methodology.
Instructor's consent required. May be repeated for credit. Pass/No Pass. 1-4 credits.

EDUC-660 Advanced Teaching & Learning
Provides an opportunity for candidates to participate in an in-depth exploration of differentiation through a topic chosen by the instructor based on her/his expertise and on the most recent research in that field. Topics might include brain-based learning, applied motivational theory, and assessments for learning. 2 credits.

EDUC-664 Learning and Teaching: Social Studies & General Methods (ECE/ELEM Focus Only)
Guides aspiring teachers of early childhood and elementary age learners in developing skills to design and organize lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Course content will include an examination of curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management (guidance) systems. Throughout this course, social studies concepts will serve as the content and provide a context around which treatments of general teaching methods will be organized.
Prerequisite: Admission to the College of Education. 3 credits.

EDUC-665 Learn & Teach: Science & Health (ECE/Elem Focus Only)
Introduces early childhood and elementary educators to the concepts, theories, strategies, resources and technology appropriate to science and health teaching methodology. Engages candidates in science inquiry processes including designing investigations, generating evidence, interpreting evidence to develop explanations, and sharing learning. Course examines use of science teaching standards, integrated curriculum design, texts to facilitate understanding, and use of developmentally appropriate pedagogy.
Prerequisite: Admission to College of Education. 2 credits.

EDUC-666 Learn & Teach: Math (ECE/Elem Focus Only)
Introduces early childhood and elementary educators to the concepts, theories, strategies, resources and technology appropriate to math teaching methodology. Engages candidates in mathematical reasoning, patterns, geometry, and problem solving. Course examines use of math teaching standards, integrated curriculum design, texts to facilitate understanding and use of developmentally appropriate pedagogy.
Prerequisite: Admission to College of Education. 2 credits.

EDUC-667 Learn & Teach: Literacy Dev (ECE/Elem Focus Only)
Introduces preservice teacher candidates to current ways of implementing comprehensive learning, teaching, and assessment techniques for early childhood and elementary literacy development. Candidates will critically analyze current literacy issues and trends, review children's and adolescent's literature, and apply current assessment and teaching techniques to address the needs of academically and linguistically diverse learners in the areas of reading and writing. Prerequisite: Admission to College of Education. 4 credits.

EDUC-668 Learning & Teaching: Expressive Arts (ECE/Elem Focus Only)
This student-centered course is designed to explore artistic expression in early childhood and elementary classrooms. It assists aspiring early childhood teachers to become knowledgeable about methods for teaching art, music, movement, and other forms of expression in the classroom. Course content will include examples for appropriately integrating these expressive arts throughout the curriculum. The course cultivates an understanding of and appreciation for various modes of expression through an active set of engaging interactions with media, techniques, and theory that will serve as a catalyst for sparking the imaginations and hearts of teachers and students. Prerequisite: Admission to College of Education. 2 credits.

EDUC-670 Intro to Professional Inquiry
Focuses on the tools necessary to read and interpret research literature and to pose questions for investigation. The skills candidates learn from this course will then be applied and reinforced throughout the foundation and specialization coursework by their reading of the research within those courses. 1 credit.

EDUC-671 The Scholarship of Teaching
Focuses on the tools of gathering, organizing, and summarizing the literature related to a problem/question candidates are interested in answering. Candidates will select their topic for study and complete the first draft of a literature review.
Prerequisite: EDUC 670. 1 credit.

EDUC-672 Classroom Student Teaching
Provides teacher candidates a school-based clinical experience in teaching. Candidates apply principles of education pedagogy and methodology under the guidance of a classroom cooperating teacher and university supervisor.
Instructor's consent required. May be repeated for credit. Pass/No Pass. 1-15 credits.

EDUC-673 Teaching Seminar
This course provides teacher candidates with a support network during the student teaching experience. Students will reflect upon their own practice to develop teacher thinking skills. The course engages students in professional development, especially in the following areas: examining teaching methods and their application in classrooms; understanding school culture and functioning; exploring the dynamics of working with a mentor; and increasing collaboration, communication, cooperation, and problem-solving skills.
Co-requisite: EDUC 672. 2 credits.

EDUC-674 Planning the Inquiry Project
Building on the purpose(s) for inquiry and the professional and scholarly literature they have read, candidates will study various methodologies for data collection and data analysis. They will then plan and complete a written description of their own proposed project.
Prerequisite: EDUC 671. 2 credits.

EDUC-675 Completing the Inquiry Project
Focuses on collecting, analyzing, and reporting the data candidates have collected in the previous inquiry courses. Students will complete the program when they present their project.
Prerequisite: EDUC 674. 2 credits.

EDUC-682 Technology Enhanced Learning Environment
Helps practicing Pre K-12 educators develop their ability to integrate technology into their classrooms to create better learning environments with their students. Addresses the National Educational Technology Standards for Teachers (NETS-T). 2 credits.

EDUC-686 Portfolio Presentation
This is the culminating activity for each candidate in the CTL program. Candidates present their individual Professional Portfolio to their Professional Development Team in the third year of teaching or later. Instructor's consent required. Pass/No Pass. 1 credit.

EDUC-698 Teaching & Learning in Higher Education
Application of theory for use in higher education, including the transition to academician, curriculum design, strategies to support learning, assessment and program evaluation. 3 credits.

ESOL-440/540 Language Policy in ESOL Educ
Students will gain knowledge of local, state, and federal laws pertaining to educating English speakers of other languages. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. Students will study the theory and research that have shaped language policy in the United States, and apply theory and research to the present and future educational setting for ESOL. 2 credits.

ESOL-444/544 Educational Linguistics ESOL Teachers
This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students. 2 credits.

ESOL-550/550 Cultural Constructs/Diversity ESOL Educ
This course is designed to equip ESOL teacher candidates with competency in cultural, linguistic, educational, and ethnic issues present in educating English-Language Learners (ELL). Candidates will develop understanding of cultural and linguistic diversity in ESOL education and be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. 2 credits.

ESOL-460/560 Foundations of ESOL Methods
This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. 2 credits.

ESOL-464/564 ESOL Methods Assessment & Technology
This course is designed to apply theoretical foundations built in the preceding course, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESL instruction. It also aims to promote the candidates' knowledge and understanding of inquiry- and standards-based practices and strategies in planning, implementing, and managing ESL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESL lessons and curricula including second language assessment and technology-incorporated instruction. Prerequisite: ESOL 560. 2 credits.

ESOL-472/572 ECE/Elem Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. Instructor's consent required. 2 credits.

ESOL-474/574 MS/HS Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. Instructor's consent required. 2 credits.

ESOL-476/576 Multilevel Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting and a MS or HS setting. Instructor's consent required. 2 credits.

RDNG-621 Language & Literacy Development
Explores the development of linguistic competencies as a basis for understanding the emergent reading process and language readiness for reading. Explores children's literature as well as the use of new technologies as they pertain to the developmental needs and interests of ECE/Elementary children. 2 credits.

RDNG-630 ECE/ELEM Supervised Practicum
Complete a 45-hour supervised clinical experience working with students with reading difficulties. Practicum focus will be in an ECE/Elementary setting. Instructor's consent required. Pass/No Pass. 1 credit.

RDNG-631 ECE/ELEM Case Study Practicum
Candidates conduct a 45-hour supervised case study in a field placement. Includes a culminating portfolio at the ECE/Elementary setting. Instructor's consent required. Pass/No Pass. 1 credit.

RDNG-632 Perspectives on Reading
Survey of foundations of reading and reading processes, including contemporary and historical reading research used to establish a philosophical point of view. Surveys reading and literacy philosophies, assessment philosophies, literacy methodologies, research, and current literacy issues as played out in politics to inform the reading candidate. 2 credits.

RDNG-635 MS/HS Supervised Practicum
Complete a 45-hour supervised clinical experience working with students with reading difficulties. Practicum focus will be in a MS/HS setting. Instructor's consent required. Pass/No Pass. 1 credit.

RDNG-636 MS/HS Case Study Practicum
Complete work on a 45-hour supervised case study. Students conduct a case study in a field placement. Includes a culminating portfolio at the MS/HS setting. Instructor's consent required. Pass/No Pass. 1 credit.

RDNG-638 Multilevel Supervised Practicum

Complete a 45-hour supervised clinical experience working with students with reading difficulties. Practicum focus will be in either an ECE or ELEM and MS or HS setting. Instructor's consent required. Pass/No Pass. 1 credit.

RDNG-639 Multilevel Case Study Practicum

Complete work on a 45-hour supervised case study. Students conduct a case study in a field placement. Includes a culminating portfolio at either an ECE or ELEM and MS or HS setting. Instructor's consent required. Pass/No Pass. 1 credit.

RDNG-640 MEd/VFL Field Practicum & Seminar

Candidates complete a supervised clinical experience working with students with reading difficulties and participate in seminar meetings that support success in the practicum. Instructor's consent required. 1 credit.

RDNG-641 MEd/VFL Case Study Practicum & Seminar

Candidates complete a case study showing competency analyzing a student's reading challenges and participate in seminar meetings that support this analysis. Instructor's consent required. 1 credit.

RDNG-642 Reading Assessments & Techniques

This course emphasizes ways to implement formal and informal reading and writing assessments to inform instruction and program decision-making. The course presents and discusses resources, methodologies, and the use of new technologies and instructional techniques to address children's and adolescent's learning needs with particular attention to struggling readers and writers. Additionally, candidates will evaluate the purpose, rationale, and effectiveness of literacy intervention programs. 3 credits.

RDNG-645 Disciplinary Lit: Reading & Writing

Explores ways in which teachers can prepare their students to comprehend, respond to, and compose expository text. Utilizes non-fiction literature and new technologies as tools and resources for instruction and learning. Discusses and explores ways candidates, when serving in a leadership role, can provide coaching in the content areas for colleagues. 2 credits.

RDNG-650 Leadership in Literacy

Emphasizes ways for candidates to work with colleagues to demonstrate, observe, and provide feedback on effective literacy strategies and approaches to use with students. Discusses ways for candidates to provide guidance and supervision of paraprofessionals. Emphasizes ways for candidates to participate in, initiate, implement and evaluate professional development programs to select and manage literacy programs. Discusses ways for candidates to interpret design and conduct data driven research at a school level. 2 credits.

RDNG-653 ECE/Elem Supervised Practicum

Complete a 90-hour supervised clinical experience working with students identified as having difficulties with reading. Instructor's consent required. Pass/No Pass. 2 credits.

RDNG-654 MS/HS Supervised Practicum
Complete a 90-hour supervised clinical experience working with students identified as having difficulties with reading. Instructor's consent required. Pass/No Pass. 2 credits.

RDNG-655 Multi-Level Supervised Practicum
Complete a 90-hour supervised clinical experience working with students identified as having difficulties with reading. Instructor's consent required. Pass/No Pass. 2 credits.

SPED-305 Exceptionalities
An overview of characteristics of high, low, and rare incidence disability conditions. Explores pedagogy associated with specific disabilities. Emphasis on the person within the context of school, family, and society. 2 credits.

SPED-500 Foundations of SPED
An introduction and overview of the field of Special Education including a historical perspective, best practice, curricular and social considerations, programs, and legal provisions for educating individuals with disabilities. Explores collaborative teaming and consultation. Includes observation in special education classrooms. 2 credits.

SPED-505 Exceptionalities
An overview of characteristics of high, low, and rare incidence disability conditions. Explores pedagogy associated with specific disabilities. Emphasis on the person within the context of school, family, and society. 2 credits.

SPED-510 Behavior Management SPED
Develops skills in the individualized and group behavior management. Emphasis on functional analysis and preventative strategies. Guides students in the development of positive behavioral support plans. Course content includes legal issues. 3 credits.

SPED-517 Case Management for SPED
In this course, candidates will look at the organization of physical classroom space, scheduling, and the management of instructional assistants. Content also addresses legal issues or mandates related to safety and medical factors, and IEP planning. 1 credit.

SPED-518 Collaboration in Schools
In this course, candidates will gain an understanding of case management through the lens of collaboration. Through coursework and field experience, candidates will explore how effective collaboration can support all students in accessing general education curriculum and promote successful inclusion in general education classrooms to enhance student-learning outcomes. 1 credit.

SPED-520 Assessment & Evaluation SPED
Develops skills in formative and summative evaluation methods for students with mild, moderate, or severe disabilities in an academic or functional curriculum. Emphasis on instructional assessment with ongoing evaluation and data-based decision making. 3 credits.

SPED-530 Curriculum & Methods for Students w/Disabilities: Academic
Develops skills in reading and language arts and math instructional methods and materials for students with high incidence disabilities (i.e., mild). Emphasis on adaptations and modifications to the general education curriculum (e.g., literacy, math, science, social studies, art, music, PE). Guides students in designing and implementing individualized and small group instruction to support the acquisition and remediation of general education skills, learning strategies, and effective social skills. 3 credits.

SPED-535 Curriculum & Methods Students w/Disabilities: Functional
Develops skills in instructional methods and materials for students with moderate or severe disabilities. Emphasis on functional, age- appropriate longitudinal curriculum development. Includes teaching students who may have accompanying physical, behavioral, and/or sensory impairments. Adaptations and modifications for students in a life skills curriculum are addressed. 3 credits.

SPED-536 Transition
Develops skills in formulating and implementing a transition plan for secondary-aged students with disabilities. Includes information on community agencies. 1 credit.

SPED-541 Technology for Teacher Productivity
Introduces candidates to some of the applications for technology in special education and familiarizes them with issues associated with technology use. Develops and expands candidates' skills and knowledge of educational technology and teacher productivity tools in support of developing instructional materials, utilizing technology in teaching and organization, and supporting students with disabilities in learning to use technology. Aligns with the National Educational Technology Standards for Teachers (NETS*T). 1 credit.

SPED-542 Assistive Technology
Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe, and profound) across various categories (intellectual disabilities, learning disabilities, sensory impairments, physical impairments, health impairments, emotional disorders, behavior disorders) and all ages (early childhood, children, youth, and adults). Emphasis on selecting the appropriate tool to match an identified need. Includes information related to hardware, software, peripherals, evaluation, instruction, and management. 1 credit.

SPED-550 Practicum - Special Education
Provides opportunity to work with students on IEPs in a 1:1 or group setting in the major authorization area under the guidance of a classroom teacher and university supervisor. May be repeated for credit. Pass/No Pass. 1-6 credits.

SPED-575 Student Teaching & Seminar
Provides a classroom setting for preservice teachers to apply principles of special education pedagogy and methodology. Prerequisite: Admission to Special Educator program or consent of instructor. Pass/No Pass. Variable credit, repeatable: 2-15 credits.

SPED-576 Seminar

This seminar-based experience is designed to support students or interns and bridge earlier coursework with concurrent field-based experiences occurring in special and general education classrooms. May be repeated for credit. Pass/No Pass. 1-3 credits.

SPED-578 Practicum & Seminar

Provides opportunity to work with students on IEPs in inclusive or special education settings. Includes seminar. Prerequisite: Admission to MEd Special Education Program; and SPED 530 or SPED 535. May be repeated for credit. Pass/No Pass. 2 credits

SPED-590 Special Topics in SPED

Enables students to conduct in-depth investigation of a topic of interest. Instructor's consent required. May be repeated for credit. 1-3 credits.

GENERAL EDUCATION FIELD-BASED EXPERIENCES

Practicum Experiences

Practicum experiences play an integral role in Pacific University College of Education programs. Throughout the program teacher candidates take part in field experiences linked to methodology coursework, which engage them in opportunities to practice and reflect about content knowledge, skills, and dispositions in school settings. Candidates are placed in schools and districts that provide experience with a broad range of teaching styles, methods of classroom organization, and students from diverse populations.

Traditional Student Teaching

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

Throughout the experience, teacher candidates should schedule regular conference times with their cooperating teachers to share observations, raise and answer questions, socialize, and plan. Teacher candidates should plan carefully with their cooperating teachers, submitting unit or lesson plans in advance to facilitate review and discussion. In addition, each teacher candidate 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 cooperating teacher, but through regular discussions and reference to the teacher candidate's progress toward the requirements of the TSPC and Pacific University College of Education Summary Evaluations. Teacher candidates assess their own performance and discuss evaluations with their cooperating teachers.

Assisting as liaison between the school and Pacific is the university supervisor, who visits approximately every two weeks. Teacher candidates also meet with university faculty at regularly scheduled seminars.

At the conclusion of each semester, teacher candidates receive a grade of Pass (equivalent of a C or above) or No Pass (failure to meet established standards for the field experience). The grade, given by the university supervisor, incorporates feedback and recommendations from cooperating teachers. At the end of each semester, the College of Education will assess individual progress toward meeting the academic, practicum, and professional program requirements. Teacher candidates must meet all requirements in order to continue in the program.

Collaboration and Co-teaching Model for Student Teaching

The student teaching experience may be structured using a collaboration and co-teaching model with the mentor teacher, depending on the school and district. This is different from the Stages of Responsibility model in that the candidates work alongside the mentor teacher, as a partner, doing planning, teaching, and assessments together, and there is less of an expectation to teach alone.

Collaboration is essentially about working together. Collaboration is defined as interaction between two or more equal parties who voluntarily engage in shared decision making to achieve a common goal (Friend & Cook, 2006). Teacher candidates benefit from learning about being a teacher from teacher mentors during guided field experiences. They are learning about the roles and responsibilities of being a teacher, and effective ways of teaching students. Mentor teachers facilitate that learning, but can also learn from teacher candidates as ideas are shared.

Effective collaboration depends upon clear communication, respect, listening skills, and teamwork. This can be achieved by scheduling regular times to meet and plan, listening attentively, reflecting on what is said, conveying respect, and being open to different perspectives and ideas.

Co-teaching is a teaching model of mentorship of teacher candidates that may be explored in the classroom. Co-teaching is when "two or more professionals jointly deliver substantive instruction to a diverse, or blended, group of students in a single physical space" (Cook & Friend, 1995, p. 1). It involves open communication and interaction, mutual admiration, and compromise (Gately & Gately, 2001). In either the practicum or student teaching field experience, teacher candidates may have an opportunity for co-teaching with the mentor teacher. In a co-teaching model, teacher candidates and mentor teachers experience more of a partnership in the classroom than a more traditional switching of places as lead teacher. They are equally invested in the management of the classroom and achievement of students through co-planning, communication, and problem solving, and the mentor teacher spends more time in the classroom as a partner and to provide feedback. In the co-teaching model, the teacher candidate will continue to have the responsibility of independently planning, teaching, and assessing a unit of instruction with the support and guidance of the mentor teacher, but will take on more of the lead in directing the co-teaching process. If in a district or school that practices this mentoring approach, they will be prepared to guide the student teacher.

Co-teaching options:
In co-teaching models, there are a variety of co-teaching options, and it is important to plan and practice these options strategically, and make time to debrief on the process.
- Lead one / Support one: One teacher teaches and the other observes / collects data, etc.
- Station Teaching: Instruction divided into segments or steps to be completed at each station
- Parallel Teaching: Same lesson delivered simultaneously by both teachers to different groups
- Alternative Teaching: Small group for specialized skills while larger group with lead teacher
- Team Teaching:
    - Speak and Add: Instruction delivered together / reciprocal conversation
    - Speak and Chart: delivered together / speaker and writer or media support

- Shadow Teaching: A lead teacher and a teacher that circulates
- Skill Groups: Each teacher responsible for specific groups of students working on particular skills

Problem Solving and Conflict Resolution

Communication is essential to avoiding problems or conflicts. However, conflict is a natural part of collaboration and can be managed constructively. The steps in problem-solving / conflict resolution are as follows:

1. Identify and define the problem (conflict) using active listening to reduce anger or defensiveness in the other person.
2. Don't rush; take time to understand the other person's point of view.
3. Look for shared interests and common goals.
4. Generate several alternative solutions, considering all possibilities.
5. Evaluate the alternative solutions by examining barriers, difficulties in implementing, and so on.
6. Make a mutual commitment to one solution. Don't persuade or push a solution. If it is not freely chosen, it is unlikely to be carried out.
7. Be willing to negotiate or compromise, and remember to separate the person from the problem.

Teacher Candidate Role

During the year, the teacher candidate moves from an observing and assisting role to a teaching role, practicing and demonstrating competencies under the guidance of a qualified cooperating teacher. The teacher candidate's primary responsibilities are to:

- develop competence in six key areas: planning for instruction, classroom management, implementing plans for instruction, evaluation of student achievement, professionalism, and endorsement area 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 cooperating teacher, a schedule for assuming classroom responsibilities;
- encourage evaluation of lesson plans and teaching performance by the cooperating 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 the TSPC and Pacific University College of Education practicum and student teaching evaluations;
- invite the appropriate placement administrator to observe 2-3 times so that person can write a letter of recommendation.

Cooperating Teacher Role

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

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

Among other responsibilities, cooperating teachers will:

- provide the teacher candidate with a faculty handbook or source of information pertaining to building and district policies, procedures, and routines;
- introduce the teacher candidate as a colleague to students and staff;
- create an atmosphere of acceptance for the teacher candidate with the students, staff, and community;
- guide the teacher candidate 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;
- inform the teacher candidate concerning background information of students and introduce available resource persons and materials;
- guide the teacher candidate in advancing from an assisting role to a primary teaching role while the cooperating teacher moves to a supporting role;
- require the teacher candidate's self-evaluation through suggestions, constructive criticism, and encouragement;
- provide written comments on lesson plans following observations of the teacher candidate's teaching;
- provide opportunities for the teacher candidate to observe other teachers and programs;
- consult regularly with the university supervisor about the teacher candidate's progress;
- assist the teacher candidate in the development and implementation two units of study as part of a Teacher Inquiry Project;
- assist the teacher candidate in developing an individual teaching style;
- assist in development and monitoring of the teacher candidate's progress on the TSPC and Pacific University evaluations;
- complete Pacific University student teaching evaluation forms; the university supervisor will supply the forms to the cooperating teacher – samples provided herein;
- recommend a Pass/No Pass grade based on teacher candidate's proficiency and completion of program requirements.

Criteria and Selection of Cooperating Teachers

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

- preparation in supervising, evaluating, and/or instructing teacher candidates;
- minimum of two years of successful classroom teaching, preferably in the district (and immediately prior to supervision of an teacher candidate), 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 teacher candidates and a willingness to constructively share the evaluation with the teacher candidate and university supervisor;
- ability to work cooperatively with the teacher candidate and university supervisor;

The Building Administrator

In assuming responsibility for teacher candidates within the building, the building administrator:

- assists in selecting cooperating teachers;
- orients teacher candidate to the school's philosophy, policies, regulations, and the physical building;
- helps teacher candidate become acquainted with the school staff;
- confers with the cooperating teacher about the teacher candidate'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 between the public schools and the University. The university supervisor will:

- inform the district personnel about program expectations and requirements;
- meet with the cooperating teacher and teacher candidate to plan, implement, and evaluate the experience;
- visit and observe teacher candidate's performance approximately every two weeks;
- confer with the teacher candidate and cooperating teacher after observations, and supply copies of written reports for the teacher candidate, cooperating teacher, building administration, and the College of Education;

- schedule conferences with the teacher candidate and cooperating teacher to evaluate the experience at the middle and end of student teaching;
- consult with the teacher candidate to discuss the teacher candidate's progress with the units of study;
- assess the two units of study required of each teacher candidate;
- monitor the teacher candidate's progress toward requirements listed on the TSPC and the Pacific University College of Education teacher candidate evaluations;
- complete the teacher candidate evaluation forms.

Student Teaching Placements

Pacific University prepares teachers preK-12 with a focus on the following: early childhood (grades pk-4), elementary (grades 3-8), middle school (grades 5-9), and high school (grades 9-12). Students are strongly encouraged to prepare for two focus area strands. Teacher candidates are placed in preparation strands accordingly. Practicum and student teaching requirements very somewhat with each strand or program. Teacher candidates will successfully complete a Teacher Inquiry Project (work sample) at each focus area.

Early Childhood/Elementary Education (Multiple Subjects Endorsement)

Teacher candidates require two placements – for early childhood education in grades K-4, and for elementary education in grades 3-8. During the practicum the term prior to full-time student teaching, students spend at least two days a week in a classroom at their first focus area placement. In the fall, fifteen+ weeks of full-time student teaching are required.

Elementary/Middle School (Multiple Subjects Endorsement PLUS Single Subject Endorsement)

Teacher candidates require two placements – one in an elementary school at the upper elementary level (any of grades 3-6) and one in the middle school in an endorsement area appropriate to their academic preparation. During the practicum the term prior to full-time student teaching, teacher candidates spend at least two days a week in a classroom at their first focus area. In the fall, fifteen+ weeks of full-time student teaching are required.

Middle School/High School (One or Two Single Subject Endorsements)

Teacher candidates may choose to obtain up to two focus area endorsements at the middle and/or high school level. If the teacher candidate wishes to pursue two endorsements, two placements are then required – one in a middle school in an appropriate single subject endorsement area, and one in a high school in an appropriate single subject endorsement area. During the practicum the term prior to full-time student teaching, teacher candidates spend at least two days a week for ten weeks observing in a classroom. In addition, students will teach a two week unit at this first endorsement area. At the major placement in the fall, it is required that teacher candidates attend school full time for fifteen weeks at the placement site for their next endorsement area.

Stages of Responsibility

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 cooperating teacher, other building personnel, and the university supervisor.

Teacher candidates 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 which includes teaching the unit of instruction. Each stage is described below.

<u>Orientation</u>

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

The teacher candidate's orientation should include the following:
SCHOOL
- Information about the school community
- Tour of the building
- Awareness of faculty/student handbooks and policies
    - Building hours and calendar for students and staff
    - Parking facilities
    - Appropriate dress
    - Rules: bus, cafeteria, fire drill, hall, etc.
    - Discipline policies
    - Duties: bus, cafeteria, hall, etc.
- Introduction to administrators, secretaries, custodians, resource personnel, and other teachers
- Use of school services
    - AV and office equipment
    - Ordering films
    - Media center
    - Health services
    - Guidance and counseling
    - Special education
- 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, mentor teacher, and university supervisor, in case of illness.
CLASSROOM
- Set up desk or work space for teacher candidate
- Class schedule – daily, weekly, term

- Arrangement of materials, equipment, bulletin boards, desks
- Seating plans
- Student files and backgrounds
- 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 teacher candidate as co-teacher to students
- Systems for evaluating student performance, determining and recording grades, preparing report cards, and meeting with parents

Observation

During the first weeks of student teaching, the teacher candidate observes the 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 students 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 teacher candidate may also benefit from observing other teachers. While observing during the first weeks and continuing throughout the year, the teacher candidate should note the following:

- Class Routine
  - Attendance taking procedures
  - Lunch routines
  - Polices for bathroom, drinks, pencil sharpeners, etc.
  - Methods of collecting and distributing papers, etc.
  - Follow-up on absences, late assignments
  - Classroom rules and discipline policy
- Record keeping, 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
  - Observation
  - Pre-testing
  - Samples of student's work
  - School records and test scores
  - Conferences with cooperating teacher, counselors, and parents
  - Variety of methods of instruction
  - Use of materials and equipment

Planning for Teaching

Next the teacher candidate and cooperating teacher should develop a tentative schedule of when the teacher candidate will assume class responsibilities. The plan should call for the teacher candidate to gradually add teaching tasks each week. During the planning stage, it is essential to become familiar with classroom routines and curriculum materials as well as to plan objectives, appropriate learning experience, and the evaluation of future units of study. The teacher candidate should also become acquainted with the students' backgrounds and specific curriculum requirements for the school.

Participation as a Team Member

The teacher candidate 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
- Assisting students with make-up work
- Give directions for an activity
- Grade papers
- Assist with extra duties, e.g., hall, cafeteria, bus, etc.
- Contact parents about student problems and successes
- Design a format for consistent cooperating teacher feedback

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

Assuming Teaching Responsibilities

Student teaching comprises a collaborative teaching partnership between cooperating teachers and teacher candidates whose purpose is to increase student learning. To that end, cooperating teachers and teacher candidates 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 – teacher candidate fully responsible for student learning without the cooperating 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 grade level placements.
2. Fifteen weeks at one grade level or subject matter placement, three weeks at a contiguous grade or subject matter placement.
3. Eighteen weeks at one grade level or subject matter placement.

During the eighteen-week, full-time experiences candidates complete two units of study embedded in a Teacher Inquiry Project 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.

Teaching the Unit of Instruction

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

The responsibilities of student teaching are outlined more specifically in a document entitled *Alignment between Conceptual Framework Themes, College of Education Values, and Practicum and Student Teaching Responsibilities*, located in the Appendix.

Throughout the practicum and full time student teaching experience we expect candidates to gain competencies in all these areas.

Supervision and Mentoring

Pacific University COE's program of supervision is based on a professional supervision cycle. This cycle involves planning, preconference, observation, analysis, and conference, 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 cooperating teacher, teacher candidate, and university supervisor confer to discuss university requirements, responsibilities of each person, the guidelines for planning and implementing lessons, and the process of observing and evaluating the teacher candidates.
- The teacher candidate 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 mentor during mentor observations.

The Professional Supervision Cycle:

Planning

At the beginning of each week, the teacher candidate is expected to have an outline of all lessons that will be taught that week. **The teacher candidate 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 teacher candidate and cooperating teacher discuss lesson plans and review lessons on a daily basis.

Preconference

Prior to an observation, the teacher candidate communicates with the university supervisor and explains objectives and plans. The teacher candidate then notes component of the lesson that may be strengths or weaknesses. The supervisor provides feedback about the lesson and provides suggestions. There is a discussion about the elements of that lesson on which the supervisor will focus.

Observation

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

Analysis

Immediately after the lesson the student and the supervisor take the time to reflect on the lesson, noting areas of strength and areas to be improved.

Conference

The supervisor meets with the teacher candidate to discuss the lesson. Together they analyze the lesson, sharing observations, perceptions, and insights. The teacher candidate 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?

It is recommended that this cycle also be used for observations by the cooperating teacher. Each observation by the university supervisor or mentor is recorded on a supervision report form and copies are given to the teacher candidate. Copies should also be given to the cooperating teacher and placed in the candidate's file.

Cooperating teachers and administrators are encouraged to contact the university supervisor with any questions or concerns. Should the university supervisor be unavailable, cooperating teachers and administrators should contact the appropriate program coordinator.

Evaluation

Teacher candidates are evaluated according to their mastery of Pacific University's teacher candidate 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 College of Education requirement.

It is essential that teacher candidates receive regular feedback, with a focus on growth as well as areas for improvement. The teacher candidate and supervisor(s) should each complete the appropriate evaluation forms. A three-way conference is then held with the teacher candidate, the cooperating teacher and the university supervisor.

In order to pass and be recommended for licensure, candidates must meet competencies in each of the six areas designated on the Pacific University College of Education Teacher candidate Summary Evaluation. Performance is assessed jointly by the university supervisor and cooperating teacher and recorded on the Summary Evaluation.

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

Procedures for Differing Evaluation and Appeals

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

1. Procedure to resolve differing evaluations between the University and school district cooperating teachers.
   a. In the event of a disagreement regarding the Midplacement Student Teaching Progress Report, additional observations will be scheduled.
   b. If a concern is expressed by the student, the University, or the school district, observation(s) shall be made by representatives from both the school district and the University. If the student requests, (s)he may select a third observer.
   c. At the conclusion of student teaching, if disagreement exists between the University and school district cooperating teacher regarding the Summary Evaluation, the College of Education appropriate appeals committee will arbitrate the matter.
   d. Failing resolution of the matter at this level, the student may carry an appeal to the appropriate University appeals committee.
2. Procedure for student appeal if the University declines to nominate the student for certification.
   a. The student will receive written notification from the Director of the School of Learning and Teaching that he or she will not be recommended for certification.
   b. The student may submit a written petition to the appropriate College of Education 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 student may carry an appeal to the appropriate University appeals committee.

Oregon Laws and Teacher Candidates

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.

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

Teacher candidates may not serve as substitute teachers. In the absence of the cooperating teacher, a regular substitute teacher **must** be assigned to the class.

Policies Regarding Teacher Candidates

Dress
Teacher candidates are expected to dress professionally. Style of dress should be consistent with that of teachers at the school.

Absences
Prompt and regular attendance is essential. However, when teacher candidates must be absent, it is essential that they notify the cooperating 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.

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

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

Vacations
Teacher candidates follow the school district's schedule for holidays and in-service days.

Seminars
Teacher candidates must work with their cooperating teachers and administrators to allow adequate time to travel to the university for seminar courses. 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 teacher candidates. Students 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

Removal and/or Termination of a Teacher candidate from Placement

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

1. Notify the Program Coordinator and set up a meeting to include the Program Coordinator, cooperating teacher, university supervisor, and teacher candidate.
2. The university supervisor and the cooperating teacher will have the following materials available for the meeting: All observation reports and a completed Midplacement Student Teaching Progress Report.
3. At that meeting the following should occur:
   a. Student is apprised of the specific deficiencies in performance relative to the competencies required of teachers in OAR 584-060-0040.
   b. A plan is devised for student to correct deficiencies
   c. A timeline for correcting deficiencies is determined.
4. The results of the meeting – deficiencies, plan, and timeline – will be communicated by the Program Coordinator in written format to the teacher candidate. Copies will be sent to the Director of the School of Learning and Teaching in the College of Education, building principal, university supervisor, cooperating teacher, and file.
5. At the end of the determined timeline, the university supervisor, cooperating teacher and teacher candidate will meet to assess progress. 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 student with copies to the cooperating teacher, Program Coordinator, Director of the School of Learning and Teaching in the College of Education, building principal and file.
6. If the university supervisor and cooperating teacher consider the progress insufficient to continue student teaching, the Program Coordinator will meet with the teacher candidate, university supervisor, cooperating teacher, and building principal.
   a. University supervisor should bring observation reports and an updated Midplacement Student Teaching Progress Report.
   b. Teacher candidate will be notified at meeting that student teaching will not continue.
   c. Teacher candidate will subsequently be notified in writing that student teaching is terminated. Copies will be sent to the Director of the School of Learning and Teaching in the College of Education, building principal, university supervisor, cooperating teacher and file.
   d. The Program Coordinator and university supervisor will make a recommendation to the Director of the School of Learning and Teaching concerning a second placement, remedial process, or termination from program.
6. If a second placement is deemed appropriate:
   a. Candidate will receive an Incomplete in student teaching. The Incomplete will not be removed until all requirements are met.
   b. With respect to confidentiality and reason, school personnel at the second placement site will be made aware that it is a second placement
   c. If the second placement continues into the following semester, the candidate will not be charged again for student teaching.
   d. If appropriate, and with the agreement of teacher candidate, a new university supervisor will be assigned.

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

f. The teacher candidate must meet the requirement to teach two units of instruction.

g. The university supervisor will make weekly observations in the new placement if necessary.

h. At the direction of the Program Coordinator, the teacher candidate must participate in any remedial coursework, remedial tasks, or plans of assistance in advance of or during the second placement.

i. The teacher candidate may not participate in graduation ceremonies until requirements are met.

7. If the student teaching is terminated:

a. The teacher candidate will be notified in writing that student teaching is terminated. Copies will go to the Dean of the College of Education, university supervisor, cooperating teacher, building principal and the candidate's file.

b. Candidate will receive a no pass (NP) for student teaching

c. The candidate may request a program transfer to the MAE program, and with the appropriate coursework and required number of hours may be granted a Master of Arts in Education, a non-licensure degree.

d. Registrar, Business Office and Financial Aid are notified.

In the event that a school or school district elects to discontinue a student teaching placement, the university will determine the appropriateness of a new placement, with consideration given to the length of time remaining in the student teaching term and the stated reasons for the school district decision.

PROFESSIONAL INFORMATION

Licensure

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 *FastTrack* their application through the University.

<u>"Fast Track" Licensure Procedures (ONLY for those earning their first Initial Teaching License)</u>

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	Content Knowledge (NES test)
Evidence of Effectiveness (work samples)	Pacific University Program Requirements

Finding a Teaching Position

Teacher candidates will attend seminars designed to assist them in learning about resume writing, and interviewing. With the consent of cooperating teachers, teacher candidates may also have the opportunity to attend the annual Oregon Professional Educators Fair, where they have the opportunity to meet administrators from Oregon and neighboring states. We further like to remind candidates that networking and finishing strong while in their practicum and student teaching placements is the best way to create good impressions and reputations.

APPENDICES

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Candidate Dispositions Issues Procedure

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.
2. The faculty member will bring the Candidate Dispositions Assessment form and documented evidence of concerns to the meeting.
3. 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.
4. 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 Director; a copy will be placed in the student's file.
   a. If the faculty member and strand/program coordinator feel that insufficient progress has been made, the Director 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.
   b. At that meeting all parties will affirm that the student will not continue on to the next phase of the program.
   c. 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 Director of the School of Learning and Teaching in 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:

Record of Observation Hours

Student_____

Mentor Teacher_____

Name of School_____

Date	Time	Activity	Hours

Total Hours:

_____

Mentor Signature:

_____

Practicum/Field Experience Candidate Evaluation by Mentor Teacher

Candidate: _____ School: _____

Please rate the following teacher competencies:	1 Needs Improvement	2	3 Satisfactory	4	5 Outstanding	N/O No Opportunity to Observe
1. The candidate demonstrates competency in **oral** communication.						
2. The candidate demonstrates competency in **written** communication.						
3. The candidate is dependable, conscientious and punctual.						
4. The candidate contributes to the learning community.						
5. The candidate energetically works to develop instructional skills.						
6. The candidate is committed to the development of his/her cultural competence.						
7. The candidate demonstrates both content knowledge and pedagogical content knowledge.						
8. The candidate is an effective instructor with individual students and small groups.						
9. The candidate uses instructional resources and technology tools to enhance learning.						
10. The candidate interacts constructively with students, their parents, and school personnel.						
11. The candidate demonstrates awareness of the importance of professional appearance and						

Recommended Grade: Pass☐   Fail☐

Areas of Strength:

Areas to be Strengthened:

Comments and Suggestions:

_____   _____   _____
Mentor Teacher (printed)   Signature   Date

Note: The candidate has access to this report.

MINOR PRACTICUM 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
Not yet able to demonstrate the knowledge, skills, and competencies needed to meet the needs of **many** learners. (**Has not met the standards** for the Initial Teaching License during student teaching.)	Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of **most** diverse learners. (**Has the potential to meet the standards** for the Initial Teaching License.)	**Knows and demonstrates** the knowledge, skills, and competencies needed to meet the needs of **most** diverse learners. (**Regularly meets the standards** for the Initial Teaching License.)	**Knows and demonstrates well** the knowledge, skills, and competencies needed to meet the needs of **most** diverse learners. (**Exceeds the standards** for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)

STANDARD 1: PLAN FOR INSTRUCTION Candidate plans instruction that supports student progress in learning and is appropriate for the developmental level and demonstrates ability to:	University Supervisor	Mentor Teacher
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
Composite Score for Standard One:	0 1 2 3 4 5 6 Met ☐ Not Met ☐	0 1 2 3 4 5 6 Met ☐ Not Met ☐

STANDARD 2: ESTABLISH CLASSROOM CLIMATE Candidate establishes a classroom climate conducive to learning and demonstrates ability to:	University Supervisor	Mentor Teacher
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
Composite Score for Standard Two:	**0 1 2 3 4 5 6** Met ☐ Not Met ☐	**0 1 2 3 4 5 6** Met ☐ Not Met ☐

STANDARD 3: STANDARDS BASED TEACHING Candidate engages students in planned learning activities and demonstrates ability to:	University Supervisor	Mentor Teacher
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
Composite Score for Standard Three:	**0 1 2 3 4 5 6** Met ☐ Not Met ☐	**0 1 2 3 4 5 6** Met ☐ Not Met ☐

STANDARD 4: ASSESSMENT Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:	University Supervisor	Mentor Teacher
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
Composite Score for Standard Four:	0 1 2 3 4 5 6 Met ☐ Not Met ☐	0 1 2 3 4 5 6 Met ☐ Not Met ☐

STANDARD 5: CONTENT KNOWLEDGE Candidate employs pedagogical content knowledge and demonstrates ability to:	University Supervisor	Mentor Teacher
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
Composite Score for Standard Five:	0 1 2 3 4 5 6 Met ☐ Not Met ☐	0 1 2 3 4 5 6 Met ☐ Not Met ☐

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.)

STANDARD 6: PROFESSIONAL BEHAVIOR Candidate exhibits professional behaviors, ethics, and values and demonstrates ability to:	University Supervisor	Mentor Teacher
a. Be dependable, conscientious, and punctual;	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
c. Be aware of the importance of dressing appropriately;	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
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
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
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
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
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
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
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
Composite Score for Standard Six:	0 1 2 3 4 5 6 Met ☐ Not Met ☐	0 1 2 3 4 5 6 Met ☐ Not Met ☐

Comments:_____
_____
_____
 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

Copies to Student Teacher, Mentor Teacher, and Candidate's file
Revised 8/07

PACIFIC UNIVERSITY COLLEGE OF EDUCATION
MIDPLACEMENT STUDENT TEACHING PROGRESS REPORT

Student Teacher (Candidate)_____ Semester/Year _____

Cooperating teacher _____ Subject/Grade _____

School _____ District _____

Directions: This evaluation form provides midplacement feedback to the teacher candidate 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 teacher candidates 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 teacher candidate at this point in the student teaching experience. By the conclusion of the student teaching experience, teacher candidates 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
Not yet able to demonstrate the knowledge, skills, and competencies needed to meet the needs of **many** learners. (**Has not met the standards** for the Initial Teaching License during this practicum.)	**Developing awareness** and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of **most** diverse learners. (**Has the potential to meet the standards** for the Initial Teaching License.)	**Knows and demonstrates** the knowledge, skills, and competencies needed to meet the needs of **most** diverse learners. (**Regularly meets the standards** for the Initial Teaching License.)	**Knows and demonstrates well** the knowledge, skills, and competencies needed to meet the needs of **most** diverse learners. (**Exceeds the standards** for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)

STANDARD 1: PLAN FOR INSTRUCTION **Candidate plans instruction that supports student progress in learning and is appropriate for the developmental level 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 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
Composite Score for Standard One:		**0 1 2 3 4 5 6**

STANDARD 2: ESTABLISH CLASSROOM CLIMATE Candidate establishes a classroom climate conducive to 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. 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
Composite Score for Standard Two:		0	1	2	3	4	5	6

STANDARD 3: STANDARDS BASED TEACHING Candidate engages students in planned learning activities 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. 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
Composite Score for Standard Three:		0	1	2	3	4	5	6

STANDARD 4: ASSESSMENT 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
Composite Score for Standard Four:		0 1 2 3 4 5 6

STANDARD 5: CONTENT KNOWLEDGE 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
Composite Score for Standard Five:		0 1 2 3 4 5 6

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.)

STANDARD 6: PROFESSIONAL BEHAVIOR 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
Composite Score for Standard Six:		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:

_____

_____

_____

_____

_____   _____
Name of Evaluator   Signature of Evaluator

_____
Date

Please return completed form to University Supervisor.   Copies to Cooperating teacher, Teacher candidate, and Candidate's file.

Revised 8/07

PACIFIC UNIVERSITY COLLEGE OF EDUCATION
STUDENT TEACHER SUMMARY EVALUATION

Student Teacher (Candidate)_____ Semester/Year _____

Cooperating teacher _____ Subject/Grade _____

School _____ District _____

Directions: This evaluation form will provide summary feedback to the teacher candidate 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 teacher candidates 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 teacher candidate at the conclusion of the student teaching experience for each of the competencies listed below. Teacher candidates 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 teacher candidate has met or not met the requirements for each standard. **The Pacific University Supervisor and the Cooperating teacher both need to indicate that each of the Standards has been met in order for the teacher candidate to be eligible for the Initial Teaching License.**

Rating Scale for Standards One through Five:

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

STANDARD 1: PLAN FOR INSTRUCTION **Candidate plans instruction that supports student progress in learning and is appropriate for the developmental level and demonstrates ability to:**	**University Supervisor**	**Mentor Teacher**
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
Composite Score for Standard One:	**0 1 2 3 4 5 6** **Met ☐ Not Met ☐**	**0 1 2 3 4 5 6** **Met ☐ Not Met ☐**

STANDARD 2: ESTABLISH CLASSROOM CLIMATE Candidate establishes a classroom climate conducive to learning and demonstrates ability to:	University Supervisor	Mentor Teacher
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
Composite Score for Standard Two:	**0 1 2 3 4 5 6** **Met ☐ Not Met ☐**	**0 1 2 3 4 5 6** **Met ☐ Not Met ☐**

STANDARD 3: STANDARDS BASED TEACHING Candidate engages students in planned learning activities and demonstrates ability to:	University Supervisor	Mentor Teacher
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
Composite Score for Standard Three:	**0 1 2 3 4 5 6** **Met ☐ Not Met ☐**	**0 1 2 3 4 5 6** **Met ☐ Not Met ☐**

STANDARD 4: ASSESSMENT **Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:**	University Supervisor	Mentor Teacher
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
Composite Score for Standard Four:	**0 1 2 3 4 5 6** Met ☐ Not Met ☐	**0 1 2 3 4 5 6** Met ☐ Not Met ☐

STANDARD 5: CONTENT KNOWLEDGE **Candidate employs pedagogical content knowledge and demonstrates ability to:**	University Supervisor	Mentor Teacher
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
Composite Score for Standard Five:	**0 1 2 3 4 5 6** Met ☐ Not Met ☐	**0 1 2 3 4 5 6** Met ☐ Not Met ☐

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.)

STANDARD 6: PROFESSIONAL BEHAVIOR Candidate exhibits professional behaviors, ethics, and values and demonstrates ability to:	University Supervisor	Mentor Teacher
a. Be dependable, conscientious, and punctual;	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
c. Be aware of the importance of dressing appropriately;	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
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
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
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
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
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
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
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
Composite Score for Standard Six:	**0 1 2 3 4 5 6** Met ☐ Not Met ☐	**0 1 2 3 4 5 6** Met ☐ Not Met ☐

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 teacher candidate's performance on the Pacific University and TSPC-prescribed teaching competencies.

_____   _____   _____
Signature of University Supervisor   Printed Name of University Supervisor   Date

_____   _____   _____
Signature of Cooperating teacher   Printed Name of Cooperating teacher   Date

Please return completed form to University Supervisor. Copies to Cooperating teacher, Teacher candidate, and Candidate's file.
Revised 8/07

Campus Map

A detailed campus map can be found at
http://www.pacificu.edu/sites/default/files/documents/campusmap_4.pdf .

Oregon Administrative Rules Relating to Education Programs

Knowledge, Skills, Abilities and Professional Dispositions for Initial I Licensure
584-018-0105

The unit assures that candidates for an Initial I Teaching License have sufficient evidence to show performances, essential knowledge and critical dispositions in each of the following 10 teaching standards.

(1) The Learner and Learning

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

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

(c) 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. [InTASC Standard #3]

(2) Content

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

(b) 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. [InTASC Standard #5]

(3) Instructional Practice

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

(b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

(c) 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. [InTASC Standard #8]

(4) Professional Responsibility

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

(b) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10]

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120-342.430; 342-455-342.553
Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

Knowledge, Skills and Abilities for Special Education Endorsement
584-018-0160
(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 Commission-adopted elementary multiple subjects examination is not required to obtain the license;
        (B) However, passage of the Commission-adopted elementary multiple subjects examination is required in order for special educators licensed to teach general education content in grades preK through 8 (elementary teachers) and to be meet the federal definition of "highly qualified" teacher under the Education/Secondary Education Act (ESEA);

(c) Candidates completing a practica experience at either the early childhood or elementary authorization levels and at either the middle or high school authorization levels shall qualify for grade 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 584-017-1030 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 - 342.430, 342.455-342.495 & 342.533
Hist.: TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 9-2012, f. & cert. ef. 9-14-12; Renumbered from
584-065-0035 by TSPC 5-2013, f. & cert. ef. 11-14-13

Overload during Student Teaching Policy

Students are allowed to take a maximum of seventeen semester hours during the semester in which they student teach. Students may petition to take more than this maximum amount if the request meets one or more of the following conditions:

1. The course is needed in order to complete requirements for graduation at the end of the student teaching semester.
2. The course is needed to add a specialized endorsement or certificate (reading, ESOL, special education, talented and gifted, cultural competency, etc.) that will be completed by the end of the semester following the semester in which student teaching is completed.

Students must complete an Add/Drop petition and present it to the faculty member(s) who oversees the program in which they are enrolled. Should one or both of the above conditions be met, the dean will approve of the overload only upon the approval of the faculty members at the campus in which the student is enrolled.

Number of Endorsement Focus Levels Completed During Student Teaching Policy

Candidates for the Initial Teaching License normally complete requirements for one or two endorsement areas while in their programs. If candidates desire to complete the requirements for more than two endorsement areas, they must receive approval from their Program Coordinator and the Director of the School of Learning and Teaching and show evidence of having completed the subject area exam prior to enrolling in the methods course appropriate to the endorsement. Candidates will not be allowed to take additional area endorsement methods courses as independent study while enrolled in their Initial Teaching License programs.

Candidates who are interested in adding a specialty area endorsement such as English to Speakers of Other Languages or Reading Specialist, must obtain approval from their strand advisor before pursuing coursework. Additional course load and financial aid implications will be considered.

Candidates for the Initial Teaching License are encouraged to complete two grade level (early childhood, elementary, middle level, high school) or subject area endorsements during the student teaching phase of their programs. Two work samples (Evidence of effectiveness) showing that candidates meet the standards required for the Initial Teaching License are required for licensure. Should candidates choose to complete only one grade level or single subject endorsement during the student teaching experience they must complete two work samples at that subject area or grade level, as required by TSPC.

TSPC Requirements for being a Program Completer for the Initial Teaching License

In order to be recommended by Pacific University's College of Education to Teacher Standards and Practices Commission (TSPC) for an Initial Teaching License, candidates must meet the following requirements as a Program Completer:

1. **Bachelor's Degree** – Show evidence of having completed a bachelor's degree from a regionally accredited college or university or an American equivalent to this standard.
2. **Character Clearance** – Show evidence of having fingerprints cleared by TSPC indicating minimum standards for character clearance have been met.
3. **Pacific University Program Requirements** – Show evidence of having passed the Pacific University program requirements (i.e., Master of Arts in Teaching, Bachelor's degree in Education and Learning, customized initial teaching license, APT/SPED, etc.).
4. **Content Knowledge** – Show evidence of having passing scores on subject exams specific to the level and subject area of interest as required by TSPC. In addition, show evidence in the following: coursework in each endorsement area, and evidence during student teaching that you meet the Pacific University content knowledge standards as assessed by the cooperating teacher and university supervisor.
5. **Civil Rights Competency –** Show evidence of having passed the ORELA Protecting Student and Civil Rights in the Educational Environment Exam.
6. **Evidence of Effectiveness** – Show evidence of having completed two work samples assessed by Pacific University faculty as having met the standard for effectiveness as a teacher at the focus area(s) appropriate to the program. Two work samples are required.
7. **Student Teaching** – Show evidence of having met all the standards required by TSPC and Pacific University for the Initial Teaching License in at least 15 weeks of student teaching as assessed by the cooperating teacher and the university supervisor.

Please be aware that we will not be able to recommend you for licensure in any other state unless you have met the requirements for Oregon licensure, even if you do not intend to apply for an Oregon license.

ALIGNMENT BETWEEN CONCEPTUAL FRAMEWORK THEMES, COLLEGE OF EDUCATION VALUES, AND PRACTICUM/STUDENT TEACHING RESPONSIBILITIES

CONCEPTUAL FRAMEWORK THEMES	THE COLLEGE OF EDUCATION VALUES…	OUTCOMES	PRACTICUM RESPONSIBILITIES	STUDENT TEACHING RESPONSIBILITIES
Transforming Education through a Community of Learners	• professional educators who, as reflective practitioners, continually study theory, research, practice, and available resources as they strive to improve the effectiveness of their teaching	*Candidates are reflective practitioners.*	Look for ways mentor teacher adjusts and revises curriculum to meet the learning needs. Understand how the theory of coursework applies to the classroom.	*Measure student learning of the content you are teaching; adjust to meet the needs of all students.*
	• participation of educators as leaders and agents of change in the education profession within and beyond the University	Candidates are leaders and agents of change.		
	• modeling of ethical behavior by professional educators a) in their classrooms and b) in their communities	Candidates contribute to the learning community.	Model the desire to learn and reflect; understand school and classroom procedures for bathroom, drinks, distributing papers, homework	Model the desire to learn and reflect; understand school and classroom procedures.
	• education as a lifelong process for learners of all ages and backgrounds	Candidates are lifelong learners.		
	• modeling by professional educators of an inquisitive attitude and enjoyment of intellectual pursuits	Candidates have inquiring minds.	Set up a desk or work space; review discipline policies, school handbooks, teacher duties, schedules and responsibilities. Ask questions about the curriculum and seek out information about units of study throughout the year. **Later in semester:** Talk with mentor about work sample unit; plan which placement will be first and second; develop a schedule for taking over teaching responsibilities.	Write lesson plans for each lesson taught; seek out numerous resources.
	• professional educators who are confident, energetic and both physically and mentally healthy	Candidates are confident, energetic and healthy.	Show a positive attitude, be on time, dress appropriately.	Show a positive attitude, be on time, dress appropriately.

CONCEPTUAL FRAMEWORK THEMES	THE COLLEGE OF EDUCATION VALUES...	OUTCOMES	PRACTICUM RESPONSIBILITIES	STUDENT TEACHING RESPONSIBILITIES
Promoting Cultural Competence	• *a commitment by professional educators to respect humanity in all its diversity*	Candidates are working toward cultural competence.	Get to know the students and their interests.	Continue to understand student characteristics.
	• professional educators who believe that all students can learn and who assume responsibility in furthering that learning	Candidates believe all students can learn.	Learn about students with second language skills, disabilities, TAG identification, social and emotional needs.	Apply understanding of students with second language skills, disabilities, TAG identification, social and emotional needs as you prepare lessons.
	• professional educators who interact constructively with students and their parents as well as colleagues, administrators, other school personnel, and the community – to achieve both instructional and relational goals	Candidates interact constructively.	Meet school staff, attend school and parent meetings, understand building discipline policies, procedures for emergencies.	Work as a team member, attend school and parent meetings, follow through with discipline policies, procedures for emergencies, parent contacts about successes and problems.
	• professional educators as keen observers of the learner, family, community, and environment who use that	Candidates are data-driven decision-makers.	Learn student names, notice how mentor teacher plans to meet student individual needs.	Know student names, understand family and community environments.