

College of Education

School of Learning & Teaching

Transforming Education Through Communities of Learners



Master of Arts in Teaching
Eugene Campus
Flex (Evening) Program
Program Handbook
2016-2017

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Welcome

At Pacific University, we believe nothing is more important than helping children to see all the possibilities 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 (COE) 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 will 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 Accreditation of Educator Preparation (CAEP).



Handbook Note:

This handbook may be subject to change due to program and/or operational needs. Any changes will be updated and sent out to all stakeholders (students, faculty, staff, K-12 partners, etc.).

General Information:

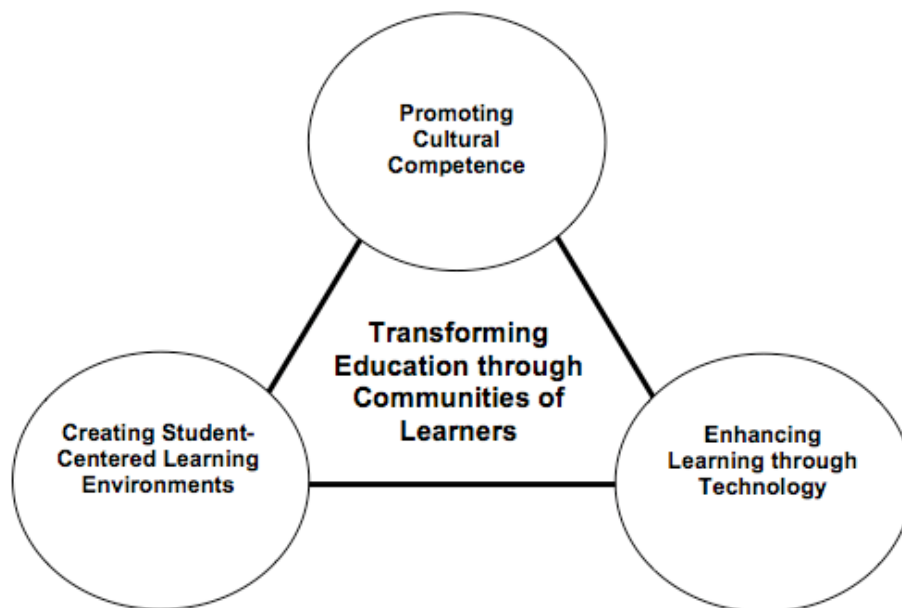
MISSION AND STANDARDS

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.

The College is composed of two distinct schools, each offering its own set of courses and degrees. The School of Communication Sciences and Disorders (CSD) offers a master's degree in Speech-Language Pathology, an undergraduate minor in Communication Sciences and Disorders, and a Post-Baccalaureate sequence for students with a bachelor's degree who wish to apply to the master's program. The School of Learning and Teaching (SLT) offers master's degree programs, an undergraduate education major and licensure program, and non-degree programs for teachers who wish to add endorsements and/or authorizations to existing licenses.

Because there are two schools and multiple programs in the COE, there are various program goals and objectives. However, uniting all of 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 School of Learning and Teaching 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.

Section 1:

GETTING STARTED AT PACIFIC

Student Handbook

The Student Handbook can be accessed on-line at the Pacific University website (<http://www.pacificu.edu/>) 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.

Advising

The MAT Eugene Director will act as your initial advisor when you first apply and then will assign you a permanent advisor and ensure that you have opportunities to meet that individual to discuss your final program plan.

Student Account Information

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

⇒ 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, and declining balance (printing and copies).

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

Communication

Email is the official means of communication throughout Pacific University and all University departments use your Pacific email address for correspondence. Please check your Pacific email account regularly for important updates and information Please contact Jesse Everett for any questions on the Eugene campus.

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

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

⇒ Mailboxes are located in the student lounge. Please check your mailbox for communications from COE faculty and administration as well as from other Pacific University departments.

Registration

Due to financial aid and billing cycles, you will be automatically registered for classes when we receive confirmation from you that you will be attending the program. You are responsible for registration of any courses taken outside of the normal cohort program. Registration forms are available at www.pacificu.edu/registrar/forms.

For questions about class schedules or registration procedures, please contact Shelly Knight, our Student Services Coordinator for any questions

Health Insurance

All students MUST have health insurance if they are registered for 3 or more credits per semester.

If you do not have health insurance, you will be required to purchase student health insurance. If you do have insurance, you may waive Pacific University's mandatory health insurance coverage by completing the online waiver and providing proof of insurance. A link to the online waiver is available 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, Pacific has 30 days from the start of the coverage to issue a refund. However, there will be a \$25 administrative fee.

For more information regarding health insurance policies, please contact Renee Vanzant at 503.352.2231 or vanzanjr@pacificu.edu.

Immunizations

⇒ All students born on or after Jan. 1957 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/offices/student-health-center/required-immunizations-forms>.

Textbooks & Course Materials

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

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

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). If you think that your fingerprints are already on file with TSPC, please verify with Shelly Knight.

TSPC has recently changed the way fingerprints are being processed. Please follow these steps for successful fingerprint scanning and handling:

Step 1: Teacher candidates creates E-Licensing online application.

Step 2: TSPC emails instructions to the **candidate** for accessing *Fieldprint* (*new fingerprint scanning system*).

Step 3: Through the *FieldPrint* website: <http://fieldprintoregon.com/> **candidate** schedules an appointment at a *FieldPrint* location to have their prints scanned; please note the required fee (currently \$12.50).

Step 4: Once *FieldPrint* scans and sends your fingerprints to Oregon State Police and FBI for processing, and they have been cleared, **candidate and Pacific University** will receive notification from TSPC that results are ready for viewing on TSPC Educator Lookup website: <http://www.tspc.oregon.gov/lookup>

If you have any questions, please contact Shelly Knight at 541-485-6812 or sknight@pacificu.edu

Eugene Student Services

⇒ Transportation: Students have a number of options available –

1. 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.
2. 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.
3. PRIVATE CAR – There are city lots nearby for parking, 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/coe.

⇒ Eugene Education Office: Stop by the office if you have questions or need information. Faculty mailboxes are located here.

⇒ Mailboxes: All students will be given a mailbox. Please check your mailbox frequently for communications from COE faculty and administration, as well as from Pacific.

⇒ Student Lounge: The student lounge has a copy machine, soda machine, refrigerator, and microwave for student use. Recycling bins for aluminum, plastic and glass are also located here. Please clean up after yourself.

⇒ Computer Lab: COE students have access to the computer lab. Lab hours are posted on the lab door and the COE website (<http://www.pacificu.edu/coe>). Please note that lab hours may be subject to change without notice.

⇒ There is a bulletin board located in the student lounge containing job announcements, books for sale, etc.

⇒ Pacific ID: Students will have their photo taken for their Pacific ID card on the day of orientation. Students will receive their ID within the first two weeks of school.

⇒ Email: All students will be given a Pacific University email address at the beginning of their program. This is the address we will use to communicate with you, so be sure to check it frequently. You may forward your email to another address if you wish.

⇒ College of Education Website: The COE website contains information about the college, our programs, course descriptions, and links to faculty websites. You can access the COE website at <http://www.pacificu.edu/coe>

⇒ Eugene and University of Oregon Knight Libraries: Pacific 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.

⇒ *Forest Grove Student Services you have access to:*

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

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

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

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

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

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:

2043 College Way
Forest Grove, OR 97116
1-877-722-8648
www.pacificu.edu

Eugene Campus Address:

40 E. Broadway #250
Eugene, OR 97401
541-485-6812

Withdrawals, Add/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 main campus or submit the information electronically on Boxer Online.

Strand Changes:

If you wish to change strands it must be completed within 2 months from beginning of 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 beginning of program. Having immunization records are required by Oregon state law.

Section 2:

PROGRAM OVERVIEW

Description of MAT (Flex or Evening) Program

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 clinical 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. It is during the 2nd 7-weeks that you will plan and teach one unit of study that will be core elements of your TIP that was started in the previous spring. At the end of the semester, you will present a project to your peers in a final celebration of your work. You will also be required to complete and submit an edTPA portfolio during the 1st nine weeks. This state requirement is needed before you can be licensed in Oregon.

In January, you may spend three additional weeks at your other focus level after your students teaching (or if you are getting an endorsement) if you did not take care of this responsibility during the previous spring semester.

Teacher Inquiry Project ~ As part of the MAT program, students are required to develop and complete a unit of study. In the Pacific program, each unit of study is now part of the larger Teacher Inquiry Project (TIP) designed to allow teacher candidates to metacognitively investigate their teaching practices and their effects on student learning. The inquiry project is a demonstration of the teacher candidate's ability to facilitate student learning.

edTPA~ As part of the MAT program, students are required to complete the edTPA performance based assessment that includes a lesson segment, video of the candidate teaching, supporting materials, and commentaries. The edTPA is an authentic assessment of a candidate's skill to effectively teach subject matter to all students and provides evidence that the candidate is ready to begin their teaching career. The edTPA is a TSPC mandated assessment that must be passed for program completion.

MAT Flex Year Curriculum

Semester One (Fall 2013) - All Authorizations unless otherwise indicated

EDUC 604	Advanced Educational Psychology, Development, & Learning – 4 credits
EDUC 612	Teaching & Inquiry I: Fundamentals of Teaching through Inquiry – 2 credits
EDUC 606	Critical Perspectives on Identity and Social Systems – 3 credits
EDUC 537	Technology Across the Curriculum – 2 credits

Semester Two (Spring 2014) - Early Childhood/Elementary/Middle School Authorizations

EDUC XXX	Teaching & Inquiry II: Design and Implementation – 2 credits
EDUC XXX	Learning & Teaching: Science Methods – 2 credits
EDUC XXX	Learning & Teaching: Reading & Language Arts Methods – 4 credits
EDUC XXX	Learning & Teaching: Social Studies and General Methods – 3 credits
EDUC XXX	Practicum or Field Experience – 1 or 2 credits

Semester Two (Spring 2014) - Middle School and High School Authorizations

EDUC XXX	Teaching & Inquiry II: Design and Implementation – 2 credits
EDUC XXX	Instruction, Assessment, and Classroom Management – 3 credits
ESOL 544	Educational Linguistics for ESOL Teachers – 3 credits
EDUC XXX	Practicum or Field Experience – 1 or 2 credits
	Secondary Subject Pedagogy (see below for specific course number)

Secondary Subject Pedagogy (in appropriate content area during semester two) - 4 credits

EDUC 502	Secondary Subject Pedagogy: Art
EDUC 503	Secondary Subject Pedagogy: Music
EDUC 536	Secondary Subject Pedagogy: Health
EDUC 538	Secondary Subject Pedagogy: Science
EDUC 539	Secondary Subject Pedagogy: Physical Education
EDUC 546	Secondary Subject Pedagogy: Business
EDUC 547	Secondary Subject Pedagogy: Foreign Language
EDUC 549	Secondary Subject Pedagogy: Mathematics
EDUC 551	Secondary Subject Pedagogy: Social Studies
EDUC 552	Secondary Subject Pedagogy: Language Arts
EDUC 553	Secondary Subject Pedagogy: Drama
EDUC XXX	Secondary Subject Pedagogy: World Languages

Summer Semester (Summer 2014) – Early Childhood/Elementary/Middle School Authorizations

EDUC XXX	Critical Perspectives in School Contexts – 2 credits
EDUC XXX	Learning & Teaching: Math Methods – 2 credits
EDUC XXX	Learning & Teaching: Expressive Arts – 2 credits
ESOL 560	Foundations of ESOL Methods – 2 credits

Summer Semester (Summer 2014) – Middle School and High School Authorizations

EDUC XXX	Critical Perspectives in School Contexts – 2 credits
EDUC XXX	Electives – 2 credits
ESOL 560	Foundations of ESOL Methods – 2 credits

Final Semester (Fall 2014) - All Authorizations (Generally this semester finishes during the final week of January)

EDUC XXX Teaching & Inquiry III: Critical Analysis and Decision-making – 2 credits

EDUC XXX Student Teaching - 10 credits

EDUC XXX Student Teaching Seminar – 2 credits

COURSE DESCRIPTIONS

EDUC 606 Critical Perspectives on Identity and 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?

EDUCXXX Critical Perspectives in Context 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, 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.

EDUC 612 Teaching and Inquiry I: Fundamentals of Teaching through Inquiry 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.

EDUCXXX Teaching and Inquiry II: Design and 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, 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.

EDUCXXX Teaching and Inquiry III: Critical Analysis and 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.

EDUC607 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.

EDUC530 Instruction, Assessment, and Classroom Management 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.

EDUC5XX Secondary Subject Pedagogy: Social Studies 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.

EDUC5XX Secondary Subject Pedagogy: Art 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.

EDUC5XX Secondary Subject Pedagogy: Physical Education 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.

EDUC5XX Secondary Subject Pedagogy: Business 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.

EDUC5XX Secondary Subject Pedagogy: Drama 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.

EDUC5XX Secondary Subject Pedagogy: Music Examines the fundamental principles, techniques, and procedures for teaching music in the middle and high school classroom.

EDUC5XX Secondary Subject Pedagogy: Math 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.

EDUC5XX Secondary Subject Pedagogy: Science 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.

EDUC5XX Secondary Subject Pedagogy: English Language Arts 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.

EDUC5XX Secondary Subject Pedagogy: World Languages Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture.

EDUC531 Learning and Teaching: Social Studies 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.

EDUC535 Learning and Teaching: Expressive Arts 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.

EDUC541 Learning and Teaching: Math 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.

EDUC542 Learning and Teaching: Science and Health 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.

EDUC 568 Educational Field Experience Provides participation in a professional experience in public schools. May be repeated for credit.

EDUC569 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. May be repeated for credit.

EDUC 572 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.

EDUC575 Classroom Teaching Experience 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. May be repeated for credit.

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.

ESOL 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.

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 of this handbook.

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Transition Point	Requirements
Admission	<ul style="list-style-type: none"> - Official Transcripts - Completed Admissions Documents - Admission Evaluation Form - Interview - Admissions Committee Review
Completion of Fall Semester	<ul style="list-style-type: none"> - Successful Completion of Foundational Coursework - Candidate Dispositions Clearance - Fingerprint Clearance Through TSPC and <i>Fieldprint</i> - Passing Scores on Civil Rights Test - Successful Completion of Fall semester coursework - Submission of TSPC documents (fingerprints, PA-1 form)
Completion of Spring/Summer Semester; Entry into Student Teaching	<ul style="list-style-type: none"> - Successful Completion of Methodology Coursework - Successful Completion of Spring/Summer III semester classes - Professors' Candidate Dispositions - Field Experience Observation Journal and Reflection - Formative Evaluation by Mentor - Unit/s of Study for Teacher Inquiry Project - Passing Scores on NES Elementary Education Subtests I & II - Passing Scores on Subject Matter Tests - NES Elementary Test, if applicable
Completion of Program	<ul style="list-style-type: none"> - Completion and Submission of edTPA Portfolio - Successful Completion of Student Teaching - Mid-Placement Progress Report of Student Teaching - Summary Evaluation of Student Teaching - Final TIP Evaluation and Course Presentation

Final TIP Presentation

You will deliver a presentation of your TIP at the conclusion of this program to the members of your strand (Typically in your last course). The intent of the assignment is to provide you with an opportunity to reflect carefully and critically about teaching, learning, and your development as a teacher over the course of the program. As you progress through your coursework and student teaching, be mindful of experiences you have in the classroom or in your placement that might be good episodes around which to base some of your remarks. For example, perhaps you are involved in a situation in your classroom that becomes a powerful learning experience for you. Your presentation should tie together your experiences in the program, the theoretical perspectives that guide your teaching decisions, your beliefs about teaching, and your insights about your future growth as a teacher.

Student Teaching Overview

The process of accepting responsibilities during the student teaching experience should be a gradual one, varying with each individual while still allowing the teacher candidate to assume increased classroom duties and instruction each week. The five stages, discussed in more detail later in the handbook, include: orientation, observation, participation as a team member, increased collaboration, and assuming teaching responsibilities.

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 School of Learning and Teaching Summary Reports. 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 or student teaching experience). The grade, given by the university supervisor, incorporates feedback and recommendations from cooperating teachers. At the end of each semester, the School of Learning and Teaching 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.

Student Teaching Definition

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 (or teacher candidate) working with one student could work within in the classroom or in another learning setting.

Candidates for the Oregon Preliminary 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 different grade levels.
2. Eighteen weeks at one level.

During the eighteen-week, full-time experiences candidates complete two units of study (as part of their TIP) 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 Preliminary Teaching License:

1. Learner Development – The teacher candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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.

The Role of the Teacher Candidate

During the year, the teacher candidate moves between the various collaborative roles, practicing and demonstrating competencies under the guidance of a qualified mentor 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 student teaching evaluations;
- invite the appropriate placement administrator to observe 2-3 times so that person can write a letter of recommendation.

- 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:
 - One teach, one observe
 - One teach, one assist
 - Parallel teaching
 - Station teaching
 - Shared/team teaching
 - One teach
 - One teach to the whole group, one teach one-on-one

The Role of the Cooperating Teacher

The cooperating teacher serves as the primary guide, support and model for the teacher candidate, while sharing classroom responsibilities and expertise. 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:

- One teach, one observe
- One teach, one assist
- Parallel teaching
- Station teaching
- Shared/team teaching
- One teach
- One teach to the whole group, one teach one-on-one

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 of an inquiry project;
- assist the teacher candidate in developing an individual teaching style;
- 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.

The Role of 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 their inquiry projects;
- provide formative feedback on the implementation of the inquiry projects;
- 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 for four focus areas: early childhood, elementary, middle school, and high school. Teacher candidates are strongly encouraged to prepare for two focus areas. Teacher candidates are placed in preparation strands accordingly. Practicum and student teaching requirements vary somewhat with each of the different strands.

- **Early Childhood** (pre-kindergarten-grade 4) / **Elementary Education** (grades 3-8):

Teacher candidates will gain experience in an early childhood classroom and in an upper elementary classroom. During the fall Clinical Practicum and Spring Teaching Experience, candidates will be in the field 2 days a week for the entire year. Teacher candidates generally student-teach 15 weeks.

- **Elementary** (grades 3-8) / **Middle School** (grades 5-9 in an elementary, middle, or junior high school):

Teacher candidates require two placements - one in an elementary school at the upper elementary level and one in a middle school in an endorsement area appropriate to their academic preparation. During the fall Clinical Practicum and Spring Teaching Experience, candidates will be in the field 2 days a week for the entire year. Teacher candidates generally student-teach 15 weeks.

Middle School (grades 5-9 in an elementary, middle, or junior high school) / **High School** (grades 7-12):

- Teacher candidates require two placements - one in a middle school in an appropriate endorsement area and one in a high school in an appropriate endorsement area. During the fall Clinical Practicum and Spring Teaching Experience, candidates will be in the field 2 days a week for the entire year. Teacher candidates generally student-teach 15 weeks.
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Teacher Inquiry Project (TIP) and edTPA Requirements

As part of the MAT program, teacher candidates are required by TSPC to develop and teach one unit of study ('work samples'), and complete and submit an edTPA portfolio. In the Pacific program, each work sample is now part of the larger Teacher Inquiry Project (TIP) designed to allow teacher candidates to investigate their teaching practices and their effects on student learning. The inquiry project is a demonstration of the teacher candidate's ability to facilitate student learning. Each TIP will include a critical question and a design to collect and analyze triangulated data, demonstrating how the teacher candidate can facilitate learning for all students. The TIP contains these one unit of study. The unit of study demonstrates that students are able to design a unit based on state standards. It requires that candidates develop lessons, incorporate different types of

assessment, reflect on their teaching, and suggest ways in which instruction could be improved. The focus is on the students in their classroom and ways in which their learning can be enhanced.

Oregon also mandates the successful completion of an edTPA portfolio prior to issuing an Oregon teaching license. According to Oregon Administrative Rules, the edTPA must include:

- a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural, linguistic and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered;
- b) Goals for the unit of study, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;
- c) Instructional plans to accomplish the learning goals of the groups of students that includes differentiation of instruction for all students listed in (a);
- d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction;
- e) Interpretation and explanation of the learning gains, or lack thereof;
- f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents; and
- g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.

Stages of Responsibility

Student teaching is a progression of collaborative experiences scaffolded through the expertise and modeling of the cooperating teacher, other building personnel, and the university supervisor.

Teacher candidates assume responsibility for classroom teaching through the gradual process of collaborating with their cooperating teachers. These gradually assumed stages of responsibility correspond nicely with the various forms of collaborative teaching.

Stage 1: Orientation

Observing a master teacher establish classroom procedures, assess student needs, and introduce teacher candidates 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 should also become acquainted with the students' backgrounds and specific curriculum requirements for the school.

Stage 2: Observation

During the first weeks of the fall field experience, the teacher candidate observes the cooperating teacher in the classroom, focusing on how expectations are clarified to students, interpersonal style with students, methods of instruction, time management, etc. During this period, the teacher candidate may also benefit from observing other teachers. It is at this time that the “One teach, one observe” approach might be the most prevalent collaborative model.

Stage 3: Participation as a Team Member

The teacher candidate should rapidly begin to assume minor roles in the classroom by helping with class routines, monitoring students, and working with individuals and small groups. This is the perfect time to utilize the “one teach, one assist” approach in which one teacher provides assistance as needed to students around the classroom while the other leads the entire group. During this stage,

the cooperating teacher might begin in the role of teacher and gradually transition to serving as the one who assists. This might also be the stage in which to transition into parallel or station teaching.

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.

Stage 4: Increased Collaboration

As comfort with their collaborative roles increases, the teacher candidate and cooperating teacher develop a tentative schedule of when the teacher candidate will assume increasing collaborative responsibilities. The plan should call for the teacher candidate to gradually increase their collaborative contributions each week. This typically includes increased parallel, shared, and station teaching. During this stage, it is essential that the teacher candidate becomes facile with classroom routines and curriculum materials as they collaborate in planning objectives, appropriate learning experiences, and the evaluation of future units of study. The teacher candidate should be preparing to implement the unit of study they are designing, in a manner that integrates into the existing classroom structure.

Stage 5: Assuming Teaching Responsibilities

During this stage, the teacher candidate begins to take responsibility for leading the collaborations for an entire lesson or class periods. The teacher candidate and cooperating teacher should jointly determine when it is appropriate to make this transition. In many cases, the teacher candidate may begin teaching a lesson from the cooperating teacher's plans. Often it is advantageous to first observe the cooperating teacher, then model and adapt the plans during a subsequent class period. Later, of course, the teacher candidate should create his/her own plans. Before teaching lessons, the teacher candidate should discuss plans with the cooperating teacher looking for appropriateness of objectives, time allotments, types of activities, prepared handouts, tests, and any suggestions. It is important for both collaborators to reflect on the lessons after they have been taught. During this stage the "one teach" and "One teach to the whole group, one teach one-on-one" collaborative approaches are particularly useful.

Often cooperating teachers find it beneficial to be absent from the first part of a lesson led by the teacher candidate, and discreetly reappear during the lesson. (While in the class, cooperating teachers will invariably find that their students continue to ask them questions. It is useful for the cooperating teacher to redirect students to the teacher candidate, letting them know that "_____ is your teacher today.").

Although constant observation by a cooperating teacher is not necessary, it *is* important to frequently monitor lessons and provide regular written feedback, encouragement and suggestions both orally and in writing. A weekly formal observation followed by a conference can be extremely valuable (see Supervision section.) Periodic lessons will be videotaped, and teacher candidates and mentors should debrief the session together.

Under any of the collaborative teaching partnership models, the teacher candidate takes responsibility for their lessons, they must write lesson plans for all lessons taught. Those plans should be shared with the cooperating teacher prior to teaching. This is important not only to inform the cooperating teacher but also to solicit suggestions. Although consistency is important for students in the class, teacher candidates should also be guided to experiment with new approaches and develop their own teaching styles.

Teacher candidates are required to write and implement two units of study, teaching a minimum of eight lessons in each.

Teaching the Inquiry Project / edTPA

During student teaching, the teacher candidate takes full responsibility for all teaching of these elements. The teacher candidate keeps lesson plans, writes lesson plans, organizes for the lessons, teaches the lessons, and follows through in appropriate ways. The teacher candidate should consult with the cooperating teacher as he/she plans the lessons. The cooperating teacher 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 Field Experience/ Student Teaching Responsibilities*, located in the Appendix.

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

Supervision and Mentoring

Pacific University's program of supervision is based on a *professional supervision cycle*. This cycle involves *planning, preconference, observation, analysis, and post-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, collaborative teaching partnership models, 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 and cooperating teacher during 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 meets with the university supervisor and explains objectives and plans. The teacher candidate then notes components 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 teacher candidate and the supervisor take the time to reflect on the lesson, noting areas of strength and areas to be improved.
- *Post-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 cooperating teacher 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 the building administrator.

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 MAT 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 four areas are criteria set by the Teacher Standards and Practices Commission (TSPC) for licensure. The final two are Pacific University requirements.

It is essential that cooperating teachers provide regular feedback, noting growth as well as areas for improvement. The teacher candidate and supervisors 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, teacher 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.

Section 3:

POLICIES AND PROCEDURES

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, university supervisor, and MAT Program Coordinator prior to the time school begins on the morning of the absence. Every effort should be made to make necessary arrangements. 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.

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).

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 your advisor immediately 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 Mid-Placement Student Teaching Progress Report.
3. At that meeting the following should occur:
 - a. Teacher candidate is apprised of the specific deficiencies in performance relative to the competencies required of teachers in OAR 584-017-1015.
 - b. A plan is devised for teacher candidate to correct deficiencies
 - c. A timeline for correcting deficiencies is determined.
 - d. 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, building principal, university supervisor, cooperating teacher, and file.
4. 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 teacher candidate with copies to the cooperating teacher, Program Coordinator, Director of the School of Learning and Teaching, building principal and student file.
5. 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 Mid-placement 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, building principal, university supervisor, cooperating teacher and student 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. Teacher candidate will receive an Incomplete in student teaching. The Incomplete will not be removed until all requirements are met within a pre-determined timeframe.
 - b. With respect to confidentiality and reason, principal and teacher at the second placement site will be made aware that it is a second placement
 - c. If the placement continues into the following semester, the teacher 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, but not necessarily will be, met by combining successful experience in the first and second placements.
 - f. The teacher candidate must meet the requirement to implement two inquiry projects.
 - 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, Director of the School of Learning and Teaching, university supervisor, cooperating teacher, building principal and student file.
 - b. Student will receive a No Pass for student teaching
 - c. The student may request a program transfer to the Master of Arts in Education (MAE) program, and with the appropriate and required number of hours may be granted a MAE, 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.

Procedures for Differing Evaluation and Appeals

The Director of the School of Learning & Teaching will insure that the following procedures are implemented, as required by Oregon Administrative Rule 584-017-1012.

1. Procedure to resolve differing evaluations between the University and school district cooperating teachers.
 - a. In the event of a disagreement regarding the Mid-placement 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 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.

Finding a Teaching Position

Teacher candidates will be offered opportunities to attend seminars designed to assist them in learning about resume writing, interviewing, and preparing a placement file. With the consent of cooperating teachers, teacher candidates may also attend the annual Oregon Professional Educators Fair, where they have the opportunity to meet administrators and district personnel from Oregon and other states.

Section 4:

PROFESSIONAL INFORMATION

School of Learning and Teaching Preliminary Teaching License Program Requirements

1. Prior to field experience, all candidates must pass the Protecting Student and Civil Rights in the Educational Environment and submit fingerprints as required by TSPC to work in an Oregon school. No teacher candidate may be placed in a student teaching practicum unless his or her fingerprints have been submitted to TSPC.
2. Candidates are required to pass the appropriate subject exams specific to the level and subject area of interest prior to enrolling in student teaching. Candidates who have not completed this requirement cannot enroll in courses for the next semester.

The subject area test (endorsement test) requirements vary according to focus area, and are as follows:

Early Childhood/Elementary Education:

NES Elementary Education Exam: Subtest I and II (effective September 1, 2012)

Middle School Education:

You may become highly qualified to teach a core middle school subject by passing a middle level subject area test (Middle Grades Social Science, Middle Grades Language Arts, Middle Grades Science). These middle school tests cannot be used for teaching at the high school level.

High School Education:

Praxis or NES tests appropriate for your endorsement areas

3. Prior to program completion, candidates are required to pass the edTPA.

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 Director of the School of Learning and Teaching will approve of the overload only upon the approval of the faculty members at the campus in which the student is enrolled.

Number of Endorsements Earned During a Preliminary Teaching License Policy

Candidates for the Preliminary 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 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 Preliminary 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 Program Coordinator before pursuing coursework. Additional course load and financial aid implications will be considered.

Number of Endorsement Areas Completed During Student Teaching Policy

Candidates for the Preliminary Teaching License are encouraged to complete two focus area experiences (early childhood, elementary, middle level, high school) during the student teaching phase of their programs. Evidence of effectiveness (inquiry project & edTPA) showing that candidates meet the standards required for the Preliminary Teaching License is suggested for each focus area experience. Should candidates choose to complete only one endorsement during the student teaching experience, they must complete two units of study at that student teaching experience, as required by TSPC.

Candidates are limited to working within two different focus levels during the student teaching experience. However, candidates may be granted permission to meet the requirements for adding an focus area to a license should they desire to complete a third experience during their Preliminary Teaching License programs. This includes registering for an additional practicum experience and may include additional methodology coursework at extra cost.

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

In order to be recommended by Pacific University's School of Learning and Teaching to Teacher Standards and Practices Commission (TSPC) for an Preliminary 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 preliminary teaching license, 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 a Teacher Inquiry Project assessed by Pacific University faculty as having met the standard for effectiveness as a teacher
7. **Student Teaching** – Show evidence of having met all the standards required by TSPC and Pacific University for the Preliminary 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.

Kappa Delta Pi Honor Society in Education

All students who have a 3.25 cumulative graduate GPA may apply for membership in Kappa Delta Pi. What are the benefits of belonging to such an organization?

- receive a subscription to award-winning journals, forums, and newsletters, which are released on a regular basis
- access to regional conferences
- scholarship opportunities and eligibility for discounts on things such as classroom supplies
- build a network of professional contact and affiliations
- free access to professional development webinars, podcasts, articles, and videos
- career support through things such as Job Search Academy and New Teacher Community
- grow as a professional

The opportunity to apply will be announced during Fall Semester. For further information contact the School and Community Partnership Coordinator.

Appendices

Appendix 1

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

Candidate Dispositions Assessment

Formative/final evaluation for: _____ Course # _____

Faculty name _____ Date: _____

Please evaluate the candidate in the following areas (1-2 = needs improvement; 3 = satisfactory; 4-5 = excellent; N/O = No opportunity to observe). Areas that need improvement will be the subject of a conference according to the Dispositions Issues Procedure. If improvement is not sufficient the student may be precluded from continuing in the program.

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 N/O

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 N/O

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 N/O

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 N/O

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 N/O

Comments:



Practicum/Field Experience
Candidate Evaluation
Cooperating Teacher



Transforming
Education
Through
Communities
of Learners
...

Candidate: _____ School: _____

Please rate the following teacher competencies:	1	2	3	4	5	N/O
	Needs Improvement		Satisfactory		Outstanding	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 demeanor.						

Recommended Grade: Pass

Areas of Strength:

Areas to be Strengthened:

Comments and Suggestions:

Cooperating Teacher (printed) Signature Date

Note: The candidate has access to this report.

PACIFIC UNIVERSITY SCHOOL OF LEARNING AND TEACHING
MID-PLACEMENT STUDENT TEACHING PROGRESS REPORT

Teacher Candidate _____ Semester/Year _____

Cooperating Teacher _____ Subject/Grade _____

School _____ District _____

Directions: This evaluation form provides mid-placement 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 candidates 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 Preliminary 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 Preliminary 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 Preliminary 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 Preliminary 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 Preliminary 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 Preliminary 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 Preliminary 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 Preliminary Teaching License.)	Knows and demonstrates well professional behaviors, ethics, and values required of a licensed educator. (Exceeds Standard Six for the Preliminary 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.*

PACIFIC UNIVERSITY SCHOOL OF LEARNING AND TEACHING
TEACHER CANDIDATE SUMMARY EVALUATION

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 Preliminary 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 Preliminary 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 Preliminary 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 Preliminary 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 Preliminary 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 Preliminary 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	Cooperating 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	0 1 2 3 4 5 6

	Met <input type="checkbox"/> Not Met <input type="checkbox"/>	Met <input type="checkbox"/> Not Met <input type="checkbox"/>
STANDARD 2: ESTABLISH CLASSROOM CLIMATE Candidate establishes a classroom climate conducive to learning and demonstrates ability to:	University Supervisor	Cooperating 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 <input type="checkbox"/> Not Met <input type="checkbox"/>	0 1 2 3 4 5 6 Met <input type="checkbox"/> Not Met <input type="checkbox"/>

	Met <input type="checkbox"/> Not Met <input type="checkbox"/>	Met <input type="checkbox"/> Not Met <input type="checkbox"/>
STANDARD 3: STANDARDS BASED TEACHING Candidate engages students in planned learning activities and demonstrates ability to:	University Supervisor	Cooperating 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 <input type="checkbox"/> Not Met <input type="checkbox"/>	0 1 2 3 4 5 6 Met <input type="checkbox"/> Not Met <input type="checkbox"/>

STANDARD 4: ASSESSMENT Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:	University Supervisor	Cooperating 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 <input type="checkbox"/> Not Met <input type="checkbox"/>	0 1 2 3 4 5 6 Met <input type="checkbox"/> Not Met <input type="checkbox"/>

STANDARD 5: CONTENT KNOWLEDGE Candidate employs pedagogical content knowledge and demonstrates ability to:	University Supervisor	Cooperating 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 <input type="checkbox"/> Not Met <input type="checkbox"/>	0 1 2 3 4 5 6 Met <input type="checkbox"/> Not Met <input type="checkbox"/>

Rating Scale for Standard Six: PROFESSIONAL BEHAVIOR

0	1 – 2	3 – 4	5 - 6
Not yet able to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has not met Standard Six for the Preliminary 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 Preliminary 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 Preliminary Teaching License.)	Knows and demonstrates well professional behaviors, ethics, and values required of a licensed educator. (Exceeds Standard Six for the Preliminary 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	Cooperating 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 <input type="checkbox"/> Not Met <input type="checkbox"/>	0 1 2 3 4 5 6 Met <input type="checkbox"/> Not Met <input type="checkbox"/>

Comments:

We have conferred in the summary of the candidate’s classroom performance and inquiry projects (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

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**ALIGNMENT BETWEEN CONCEPTUAL FRAMEWORK THEMES,
COLLEGE OF EDUCATION VALUES, AND
FIELD EXPERIENCE/STUDENT TEACHING RESPONSIBILITIES**

CONCEPTUAL FRAMEWORK THEMES	THE COLLEGE OF EDUCATION VALUES...	OUTCOMES	FIELD EXPERIENCE RESPONSIBILITIES	STUDENT TEACHING RESPONSIBILITIES
Transforming Education through a Community of Learners	<ul style="list-style-type: none"> professional educators who, as reflective practitioners, continually study theory, research, practice, and available resources as they strive to improve the effectiveness of their teaching 	<i>Candidates are reflective practitioners.</i>	Look for ways cooperating teacher adjusts and revises curriculum to meet the learning needs. Understand how the theory of coursework applies to the classroom.	<i>Measure student learning of the content you are teaching; adjust to meet the needs of all students.</i>
	<ul style="list-style-type: none"> 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.		
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> education as a lifelong process for learners of all ages and backgrounds 	Candidates are lifelong learners.		
	<ul style="list-style-type: none"> 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 cooperating about inquiry project 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.
	<ul style="list-style-type: none"> 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	FIELD EXPERIENCE RESPONSIBILITIES	STUDENT TEACHING RESPONSIBILITIES
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Promoting Cultural Competence	<ul style="list-style-type: none"> • <i>a commitment by professional educators to respect humanity in all its diversity</i> 	Candidates are working toward cultural competence.	Get to know the students and their interests.	Continue to understand student characteristics.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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 cooperating teacher plans to meet student individual needs.	Know student names, understand family and community environments.

CONDUCT STANDARDS

Code of Academic and Professional Conduct

The goal of the SLT is to provide an educational experience through which teacher 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 students in meeting the requirements of membership in the teaching profession, students in the SLT are expected to learn and practice appropriate professional and ethical behaviors. The SLT reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

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

The following behaviors, along with those stated in the Standards for Competent and Ethical Performance of Educators (ORS 342.173 & 342.175 to 342.190), are expected while enrolled in the program and while representing the University. The inability to meet these standards will lead to disciplinary action and can result in dismissal from the school. Conduct inconsistent with these standards, such as plagiarism, cheating, lying and/or fraud, is considered unprofessional and will not be tolerated.

Attitude: Students are expected to possess personal qualities of integrity, honesty, dedication, responsibility, and strong ethical values; recognize the worth and dignity of all persons; and demonstrate sensitivity to others and a positive outlook. Students are expected to work cooperatively with others; participate and share information; treat faculty and staff, peers, students and 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: Students are expected to attend all classes unless excused by the instructor. Grades can be lowered by unexcused absences and/or lateness.

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

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

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

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

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

University rules and policies: Students are expected to follow all guidelines set forth by Pacific University.

Standards for Competent and Ethical Performance of Oregon Educators

Standards for competent and ethical behavior have been established by the Teacher Standards and Practices Commission. The following legislative guidelines apply to teacher education students 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.

Statute Authority: ORS 342.143 & ORS 342.175 to 342.190

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 professional 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 non-educational 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.

Statute Authority: ORS 342.143 & 342.175 to 342.190

PROGRAM STANDARDS

Academic and Professional Standards

Good standing in the School of Learning and Teaching is defined as:

- continued enrollment;
- satisfactory performance in courses, field experience, student teaching placements, and internships;
- satisfactory teaching competencies;
- behavior that leads to professional competence and positive interpersonal and professional relations;
- appropriate professional/ethical conduct.

Candidates are evaluated regularly in all of these areas.

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 field experience, 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 School of Learning and Teaching reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate candidates 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 SLT 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.

Academic Performance Review

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

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

students must maintain a cumulative GPA of 3.0 in each semester enrolled in order to continue in the program.

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

Violations of the Code of Academic and Professional Conduct

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

Any faculty member, instructor or individual with direct knowledge of a student's violation of the Code of Academic and Professional Conduct may notify the 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 School of Learning and Teaching, a faculty member from another Pacific University professional program, and a student representative to review allegations and recommend a resolution to the Dean of the College of Education who will make the final determination. Per University policy, that decision can be appealed to the University Standards and Appeals Board.

Appeals Procedure

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

Dismissal

The 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 two or more substandard grades exist on the candidate'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 candidates are unable to meet the demands of the placement. Those procedures are described in each of the program handbooks.

Course Attendance

Candidates have a personal and professional responsibility for course classroom attendance, active participation, timely completion of assignments, and attendance at field experience 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 field experience 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.

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.

Grading Policy

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

Incompletes

Instructors may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all requirements of the course. The instructor and the student will agree upon a deadline by which all work will be completed. Students are required to fill out and sign an incomplete grade contract form and return it to their instructor before an incomplete can be submitted as a grade. Students may not begin student teaching until all Incompletes are removed.

Instructor Responsibilities

The School of Learning and Teaching 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 candidates will receive feedback concerning their status during the course and that all graded work will be returned promptly. School of Learning and Teaching instructors will model and communicate expectations for exemplary professional behavior. Instructors will warn candidates 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 candidates and peers with respect and adhere to all Pacific University rules and guidelines.

TESTING INFORMATION

Requirements for the Oregon Preliminary Teaching License

Program	Test	When Required
ECE/Elem	TSPC Fingerprint Clearances	Prior to placement in field experience
	*NES Elementary Education Exam – both subtests are required www.orela.nesinc.com <ul style="list-style-type: none"> Subtest I: Reading, English Language Arts and Social Studies Subtest II: Mathematics, Science, The Arts, Health and Fitness 	Prior to student teaching
	ORELA Protecting Student and Civil Rights in the Educational Environment www.orela.nesinc.com	Prior to student contact
	edTPA	Prior to program completion
Elem/MS	TSPC Fingerprint Clearances	Prior to placement in field experience
	*NES Elementary Education Exam – both subtests are required www.orela.nesinc.com <ul style="list-style-type: none"> Subtest I: Reading, English Language Arts and Social Studies Subtest II: Mathematics, Science, The Arts, Health and Fitness 	Prior to program completion
	Middle Grades Examination required for Foundational endorsements– www.orela.nesinc.com Candidates can choose from any of the following: <ul style="list-style-type: none"> 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
	ORELA Protecting Student and Civil Rights in the Educational Environment www.orela.nesinc.com	Prior to student contact
MS/HS	TSPC Fingerprint Clearances	Prior to placement in field experience
	Subject Matter Examination – www.orela.nesinc.com or www.est.org/praxis Please refer to the <u>Minimum Passing Scores for Oregon Licensure</u> for test selection.	Prior to student teaching
	ORELA Protecting Student and Civil Rights in the Educational Environment www.orela.nesinc.com	Prior to student contact
	edTPA	Prior to program completion

Minimum Passing Scores for Oregon Licensure

Note: If Minimum Passing Scores are revised by TSPC at any time during your program year, you will be required to meet the new minimum passing scores.

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 Tests	Passing Score
Middle Grades English Language Arts	222
Middle Grades General Science	228
Middle Grades Social Science	227
<i>Note: Middle level tests for language arts, science, and social studies are only valid to teach at the middle school level.</i>	
Middle Level Basic Math Endorsement	Passing Score
Middle Grades Mathematics (Basic Math)	225
The Basic Math endorsement is <i>valid to teach any course in middle school or high school</i> 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 (requires two authorization levels – ECE/ELEM or ELEM/MS or MS/HS)	230
Biology (Middle school and/or high school authorization levels)	220
<i>Note: Valid to teach Biology; Agriculture; Animal Systems; Chemistry; Life Science; Natural Resources; Plant Systems; and Zoology and other specialized courses.</i>	
Business Education (Middle school and/or high school authorization levels)	234
Chemistry (Middle school and/or high school authorization levels)	220
<i>Note: Valid to teach Chemistry; Integrated Science; Life & Physical Sciences; Physics; Technical Science and other specialized courses.</i>	
Chinese (Mandarin)	220
SCALE edTPA	TBD
English to Speakers of Other Languages (ESOL)	228
French (Middle school and/or high school authorization levels)	220
German (Middle school and/or high school authorization levels)	220
Health (Middle school and/or high school authorization levels)	240
<i>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 or activities.</i>	
Integrated Science	
General Science	220
<i>Note: Valid to teach Agriculture; Astronomy; General Biology; Botany; General Chemistry; Earth Science; Integrated Science; Life & Physical Science; Natural Resources; General Physics and other specialized courses.</i>	
Language Arts (Middle school and/or high school authorization levels)	
English Language Arts	236
*Marketing (see below)	
Mathematics, Advanced (Middle school and/or high school authorization levels)	
Mathematics	225
<i>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.</i>	
Mathematics, Basic (Middle school and/or high school authorization levels)	
Middle Grades Mathematics	225
<i>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.</i>	
**Music (requires two authorization levels – ECE/ELEM or ELEM/MS or MS/HS)	220
**Physical Education (requires two authorization levels – ECE/ELEM or ELEM/MS or MS/HS)	224

<i>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.</i>	
Physics (Middle school and/or high school authorization levels)	232
<i>Note: Valid to teach Astronomy; Chemistry; Integrated Science, Life & Physical Sciences; Meteorology, Physics, Robotics, Technical Science and other specialized courses.</i>	
*Reading Specialist (see below)	
Social Studies (Middle school and/or high school authorization levels)	
Social Science	237
Spanish (Middle school and/or high school authorization levels)	226
Special Education (Requires two authorization levels – ECE/ELEM or MS/HS)	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 authorization level only)		
Marketing Education	5561	163
Reading Specialist *requires two authorization levels – ECE/ELEM or MS/HS)	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 authorization levels)
Japanese (Middle school and/or high school authorization levels)
Russian (Middle school and/or high school authorization levels)

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

****The following subject areas require two authorizations (ECE/Elem, Elem/MS, or MS/HS) and do not require the Multiple Subjects Examination (All other licensure tests still apply for these endorsements):**

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

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;
- willingness to participate in an orientation seminar for teacher candidate supervision
- willingness to support teacher candidate in completing their edTPA

Additional Financial Obligations

Obligation	Cost
TSPC Fingerprint & Background Check Clearances through <i>Fieldprint</i>	\$57 to TSPC in eLicensing \$12.50 to <i>Fieldprint</i>
ORELA Civil Rights Test	\$95 to ORELA
NES Exams	- Elementary Assessments: \$95 for both Elementary Education Subtests (\$50 for one Subtest) - Middle Grades, Secondary, and K-12 Assessments: \$95 each
edTPA	\$300 to Pearson
2-year LiveText Subscription (Student Data Software)	\$80 (you will receive a bill for this fee along with your tuition statement)
Required Textbooks for Courses	Costs vary
Preliminary Teaching License	\$140 for each license to TSPC in eLicensing

**Note: These financial obligations are subject to change.*

Useful Contacts and Links

- **I have a concern about one of my classes.**
You must talk to your instructor first. If the issue doesn't get resolved, then contact your advisor or Dr. Mark Seals (Director – sealsma@pacificu.edu).
- **I have a question about placements, fingerprinting, or Kappa Delta Pi.**
Contact our Student Services Manager, Shelly Knight (sknight@pacificu.edu).
- **My field experience/student teaching placement has begun, and I have a concern with my cooperating teacher, placement, or University Supervisor.**
Contact the Practicum Coordinator Mark Szymanski (marks@pacificu.edu)
- **I have an issue that my Program Coordinator was unable to resolve.**
Contact the Director of the School of Learning & Teaching, Dr. Mark Seals (Director – sealsma@pacificu.edu).
- **I am considering adding a certificate or endorsement.**
Check out the online course catalog at <http://www.pacificu.edu/about-us/offices/registrar/academic-catalog>. On that same page, you will also see a link to browse all current and future courses. Determine when the courses that you'd like to take are offered and if you are able to fit them into your schedule. If you would like to register for additional classes, contact the Administrative Services Manager, Shelly Knight (sknight@pacificu.edu). Contact an advisor (see last bullet) or the Director at Eugene. Dr. Mark Seals (Director – sealsma@pacificu.edu).
- **I have a question about licensure, course registration, out-of-state recommendations, or other state-related paperwork that needs filling out.**
Contact the Administrative Services Manager, Shelly Knight (sknight@pacificu.edu).
Note: In addition to your MAT Program Coordinator, the following faculty members are available for advising:
 - Reading/Literacy: Dr. Karren Timmermans (kmtimm@pacificu.edu)
 - ESOL: Dr. Karren Timmermans (kmtimm@pacificu.edu)
 - Special Education:) Dr. Rebecca Schulte (rebeccas@pacificu.edu)
 - Teaching Internationally: Dr. Karren Timmermans (kmtimm@pacificu.edu)
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Student Health Center

For appointment or information, call 503-352-2269
www.pacificu.edu/healthcenter

WELCOME to Pacific University's Student Health Center (SHC). Our goal is to help you keep life balanced by promoting optimal physical and emotional health to ensure academic and personal success. Please call us with questions or browse our website above for more information on services, wellness counseling and resources.

ELIGIBILITY: ALL students enrolled in one or more credits are eligible for services regardless of what insurance coverage you have chosen. The SHC is here to provide you with convenient, low cost healthcare services during weekday hours. Your insurance is for those times when the SHC is closed or when a specialist is needed. For those who have chosen the University student insurance plan, the yearly deductible is waived and coverage is 100% for charges at SHC, and the University student insurance plan is billed electronically for reimbursement to the student. If you have other insurance the SHC will provide you with a statement to submit for reimbursement. Services are bridged during summer and winter breaks for returning students. University staff and family members are not eligible for services.

KEEPING COSTS LOW: There is no office visit fee at the Student Health Center. The SHC strives to save you money by keeping costs as low as possible. See prices below for immunizations, in-office lab, medications and physicals.

LOCATIONS:

Forest Grove: 2142 College Way, Forest Grove, Oregon
 Hillsboro: 333 SE 7th Ave, Tuality 7th Avenue Medical Plaza, Suite 4250, Hillsboro, Oregon

HOURS: Students can make appointment at either location. All services by appointment—call **503-352-2269**.

- **Academic Year--Forest Grove:** Open Monday, Tuesday, Wednesday 9-4 pm, Thursday, 10:15-4 pm and Friday from 9-4 pm. Closed from 1-2 pm for lunch.
- **Academic Year--Hillsboro:** Open Monday and Tuesday 10-5:30 p.m. and on Thursday from 11:00-5:30. Closed from 1-2 pm for lunch. Clinic is closed Wednesday and Friday.
- **Summer:** Monday and Wednesday in Hillsboro, 10-5 pm, Tuesday in Forest Grove, 9-4 pm. Closed 1-2 pm in both locations for lunch. (summer schedule subject to change)

STAFF: The SHC is staffed by licensed Nurse Practitioners and Physician Assistant, Certified Medical Assistants, Medical Receptionists and Director. Nurse Practitioners and Physician Assistants have prescription privileges and write prescriptions as needed to be filled within the State of Oregon.

SERVICES PROVIDED AND FEES (prices are subject to change):

- Health Maintenance: PAP smear (lab fee \$75), yearly women's exam \$35, general physical \$35, sport physical \$35, study abroad physical \$35.
- Treatment of acute illness and injuries including: respiratory illnesses (colds, flu, bronchitis, pneumonia, ear infections), eye infections, urinary tract infections, skin infections, acne, headaches, allergies, sprains, etc.
- Sexual health services including: testing and treatment of sexually transmitted diseases, birth control, menstrual issues, vaginitis, etc.
- Treatment of stable chronic illness (on a case by case basis) including: hypertension, asthma, depression, anxiety, etc.
- Birth control: oral contraceptives \$20.00 per month, Depo provera \$96 plus \$20 injection fee
- In house labs: Titers \$50, quick strep test \$20, mono test \$20, pregnancy test \$15, pap smear lab \$75, HIV testing \$20, Urinalysis \$20. Other lab work will be provided by a local laboratory as needed.
- Pharmaceuticals: Some medications prescribed by SHC providers can be purchased at low cost at SHC.
- Health Counseling: Lifestyle changes, nutrition, tobacco cessation, sleep hygiene, and stress management.
- Immunizations (there is a \$20 administration fee for all immunizations and injections):

Measles, Mumps & Rubella (MMR)	\$75	Hepatitis A (series of 2)	\$75/each
Hepatitis B (series of 3)	\$70/each	Hep A/Hep B combination (3)	\$100/each
Influenza Vaccine	\$25	Tuberculosis screening	\$25
Tdap (Tetanus/Diphtheria/Pertussis)	\$50	HPV Vaccine (series of 3)	\$205 each