At Pacific, 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 mission: "Transforming education through communities of learners, with a focus on promoting cultural competence, creating student-centered classrooms, and enhancing learning through technology."

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

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

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

PHILOSOPHICAL FOCUS OF THE CONCEPTUAL FRAMEWORK

STATEMENT OF PROFESSIONAL COMMITMENT

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

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

**Academic and Professional Standards**

Good academic standing in the College of Education is defined as

- continued enrollment
- satisfactory academic progress
- sound practicum skills
- behavior that leads to professional competence as well as positive interpersonal and professional relations
- appropriate professional/ethical conduct and attitudes.

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

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the most current ethical code established by the Teachers Standards and Practices Commission, and state and federal laws governing the conduct of teaching. The College of Education reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing 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.

**Academic Performance Review**

Faculty instructors will evaluate academic performance, practicum skills, and professional behaviors demonstrated in university classes, practica and student teaching settings. Evaluations will adhere to standards set forth in the Pacific University Graduate Professional Catalog (available online at www.pacificu.edu/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. **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 and independent contract with the course instructor. It is the responsibility of the student to initiate with the course instructor, and agree in writing to a means of rectifying the substandard grade.

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

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

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

**Dismissal**

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

- Indications of poor academic performance;
- Insufficient progress in the development of teaching competencies;
- Failure to comply with the College of Education rules or procedures;
- Unprofessional conduct, unethical conduct, or illegal conduct; and
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

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

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

**Appeals Procedure**

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

**Course Attendance and Policies**

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

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

Attendance requirements during the practicum and student teaching experience include all professional and special events required of the mentor teacher. This may encompass, but is not limited to, after school or before school activities, evening events, 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 student is responsible for notifying their mentor teacher and university supervisor in a timely fashion.

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

**Grading Policy**

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

**Incompletes**

When an unexpected illness or emergency prevents an individual from completing a course by the end of the term, the instructor may choose to allow him/her additional time to complete the work (deadlines vary by Program or College; see the Catalog or Program Handbook for details). If no approved extension or Grade Change Request form is received by the deadline, the I is changed to F or N (depending on the grade scheme for the course). Students may not begin student teaching until all Incompletes are removed.

**Instructor Responsibilities**

The College of Education expects that its instructors will design and teach courses that appropriately challenge students. From the beginning of the course, instructors will clearly communicate expectations regarding standards of performance and will explain how grades will be determined and assigned. It is expected that students will receive feedback concerning their status during the course and all graded work will be returned promptly. College of Education instructors will model and communicate expectations for exemplary professional behavior.

Instructors will warn students when their academic performance or professional behavior is less than satisfactory as soon as that becomes apparent to the instructor.

Assignments and tests will be designed to allow a determination of students’ conceptual understandings of course material and their ability to apply what they have learned in an authentic manner in an educational setting. Instructors are responsible for judging the quality and accuracy of students’ 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, rewarding, and that honors cultural differences and diversity. Instructors are expected to treat students and peers with respect and adhere to all Pacific University rules and guidelines, including those concerning smoking, parking, and alcohol use on campus.
GUIDELINES FOR PROFESSIONAL BEHAVIOR

The goal of the College of Education is to provide an educational experience through which students may develop as confident, competent, and ethical educators as established by the Program’s expectations and the standards established by the State of Oregon. To assist students in meeting the requirements of membership in the teaching profession, students in the College of Education are expected to learn and practice appropriate professional ethical behaviors.

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

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

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

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

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

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

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

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

University rules and policies: Students are expected to follow all guidelines set forth by Pacific University including those concerning smoking, parking, and alcohol use on campus.
Standards for competent and ethical 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
584-20-010 The teacher or administrator demonstrates a commitment to:

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

Statute Authority: ORS Ch. 342.175 to 342.190

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

1. The ethical educator, in fulfilling obligations to the student will:
   a. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family; and
   b. Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.

2. The ethical educator, in fulfilling obligations to the district, will:
   a. Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
   b. Conduct professional business, including grievances, through established, lawful, and reasonable procedures;
   c. Strive for continued improvement and professional growth;
   d. Accept no gratuities or gifts of significance that could influence the judgment in the exercise of professional duties; and
   e. Not use the district’s or school’s name, property, or resources for noneducational benefit without approval of the educator’s supervisor or the appointing authority.

3. The ethical educator, in fulfilling obligations to the profession, will:
   a. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
   b. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
   c. Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Statute Authority: ORS Ch. 342.175 to 342.190
GETTING STARTED AT PACIFIC

**Eugene Campus Services**

**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](http://www.pacificu.edu/coe)). Please note that lab hours may be subject to change without notice.

**Student Resources:** Students will be automatically subscribed to our weekly online newsletter, the Wednesday Weekly, via Pacific University email. The Wednesday Weekly is an important communication tool for the College of Education listing announcements about jobs, deadlines, and general information about the Eugene campus. In addition, Shelley has a blog in which she gives students information and answers their questions.

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

**Student Handbook**

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

**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). TSPC does not allow us to place students in a school, for any reason, without fingerprint clearance. A fingerprint packet was provided with the student orientation packet. It is the students’ responsibility to go to the Sheriff’s Department to get them done. You will be charged $15 at the Sheriff’s office and another $59 will be paid directly to TSPC to cover the processing fees. The completed packet must be turned into the front desk at Pacific's Eugene campus for processing.

If you think your fingerprints may already be on file with TSPC, please check with Shelly Knight (541-485-6812 or sknight@pacificu.edu) for verification. Please note that a fingerprint check for employment in an Oregon school district is not acceptable unless you actually held a teaching position.

**Student Services**

**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.
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 from of the building. Please do not bring bicycles into the building at any time. Be sure to lock bicycles ad 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. Parking is free after 6 p.m.

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](http://www.pacificu.edu/coe)

University of Oregon Knight Library: Because the Eugene campus does not have a library, Pacific students may use the 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.

Gym Facilities: Pacific University has partnered with International Fitness to offer gym memberships at a reduced rate, $99 for 3 months. For more information, please contact Amira at International Fitness (541-741-2444). International Fitness has three locations, Green Acres Road, Q Street, and Gateway Rd, so hopefully one of the locations is convenient. You will need to show your Pacific University student ID in order to take advantage of this rate. Class schedules are posted in the student lounge along with hours of operation.

**PROFESSIONAL ORGANIZATIONS**

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.
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.
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<tr>
<td>Mark Ankeny</td>
<td>Dean, College of Education</td>
<td>877-722-8648 ext. 1431</td>
<td><a href="mailto:mankeny@pacificu.edu">mankeny@pacificu.edu</a></td>
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<tr>
<td>Will Perkins</td>
<td>Associate Vice President Student Affairs</td>
<td>877-722-8648 ext. 2120</td>
<td><a href="mailto:wperkins@pacificu.edu">wperkins@pacificu.edu</a></td>
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<tr>
<td>Renee Vanzant</td>
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<td>877-722-8648 ext. 2231</td>
<td><a href="mailto:vanzanjr@pacificu.edu">vanzanjr@pacificu.edu</a></td>
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<tr>
<td>Jama Kelch</td>
<td>Financial Aid Counselor</td>
<td>877-722-8648 ext. 3095</td>
<td><a href="mailto:jama.kelch@pacificu.edu">jama.kelch@pacificu.edu</a></td>
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<td>Erica Findley</td>
<td>Library Services - Education</td>
<td>503-352-1411</td>
<td><a href="mailto:erica.findley@pacificu.edu">erica.findley@pacificu.edu</a></td>
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<tr>
<td>Kaitlyn Varuska</td>
<td>Registrar's Office</td>
<td>877-722-8648 ext. 2776</td>
<td><a href="mailto:kaitlyn@pacificu.edu">kaitlyn@pacificu.edu</a></td>
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<td>University Information Services</td>
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<tr>
<td>Barb Sample</td>
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<td>Shelley Smolnisky</td>
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<td>Mary Jo Simone</td>
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<td>Karren Timmermans</td>
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<td>Shelly Knight</td>
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<td>541-485-6812</td>
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<td>John Lockhart, MAT</td>
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<td><img src="image1" alt="Sandy Ludeman" /></td>
<td>Sandy Ludeman, Ph.D.</td>
<td>Campus Director</td>
<td>Telephone: 541-485-6812 Email: <a href="mailto:lude4154@pacificu.edu">lude4154@pacificu.edu</a></td>
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<td><img src="image2" alt="Nancy Meltzoff" /></td>
<td>Nancy Meltzoff, Ph.D.</td>
<td>Professor</td>
<td>Telephone: 541-485-6812 Email: <a href="mailto:meltzoff@pacificu.edu">meltzoff@pacificu.edu</a></td>
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<td><img src="image3" alt="Rebecca Schulte" /></td>
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<td>Assistant Professor</td>
<td>Telephone: 541-485-6812 Email: <a href="mailto:rebeccas@pacificu.edu">rebeccas@pacificu.edu</a></td>
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<td>Campus Director</td>
<td>Telephone: 541-485-6812 Email: <a href="mailto:simo1051@pacificu.edu">simo1051@pacificu.edu</a></td>
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| Image 119x629 to 246x761 | Mark Szymanski, Ph.D.  
Professor  
Telephone: 541-485-6812  
Email: marks@pacificu.edu |
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| Image 110x466 to 256x604 | Karren Timmermans, Ph.D.  
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ESOL & Reading Endorsement Coordinator  
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Calendar 2013 - 2014
MAT 5th Year Program

8/26/13  Orientation
8/29/13  Fall classes begin
11/27-11/30/13  Thanksgiving Holiday – office closes at noon on 11/27
               Campus closed 11/28 thru 11/30
12/24/13- 1/1/14  No classes – campus closed for winter break
1/2/14  Classes resume after Winter Break – spring semester begins
1/20/14  Martin Luther King Jr. Day – no classes (campus open)
3/24-3/29/14  Spring Break – no classes (campus open)
5/26/14  Memorial Day – no classes (campus closed)
7/4/14  Independence Day – no classes (campus closed)
9/1/14  Labor Day – no classes (campus closed)
Aug-Dec 2014  Full time student teaching
December 2014  Graduation (actual date to be announced)
PROGRAM OVERVIEW

Description of MAT Program

Pacific University’s MAT Program is a rigorous 15-month experience that consists of four distinct semesters and is composed of two conjoined elements: University coursework and school field experience.

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

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

During both spring and summer semesters, you will be participating in methodology coursework. For those students 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. In addition, you will learn how to use research to inform your practice.

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

MAT Fifth Year Curriculum

Fall Semester - All Authorizations unless otherwise indicated
EDUC 606 Critical Perspectives on Identity and Social Systems- 2 credits
EDUC 604 Advanced Educational Psychology, Development, and Learning- 4 credits
EDUC 650 Field Experience – 2 credits
EDUC 664 Learning & Teaching: Social Studies and General Methods (ECE/Elem/MS) – 2 credits
EDUC 607 Technology Across the Curriculum – 2 credits
EDUC 636 Instruction, Assessment, & Classroom Management (MS/HS) – 3 credits

Spring Semester - Early Childhood/Elementary/MS Authorizations
EDUC XXX Teaching & Inquiry II: Design and Implementation
EDUC XXX Critical Perspectives in School Contexts - 2 credits
EDUC XXX Clinical Education Practicum II/Seminar – 2 credits
EDUC XXX Learning & Teaching: Reading & Language Arts Methods - 4 credits
EDUC XXX Learning & Teaching: Science Methods - 2 credits
EDUC XXX Learning & Teaching: Math Methods – 2 credits
EDUC XXX Learning & Teaching: Expressive Arts – 2 credits

Spring Semester - Middle School and High School Authorizations
EDUC XXX Clinical Education Practicum – 2 credits
EDUC XXX Critical Perspectives in School Contexts - 2 credits
EDUC XXX Teaching and Inquiry II: Design and Implementation- 2 credits
EDUC XXX Educational Linguistics for ESOL Teachers- 2 credits

Secondary Subject Pedagogy (in appropriate content area) - 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

Final Fall Semester - All Authorizations
EDUC 576  Teaching and Inquiry III: Critical Analysis and Decision-Making - 2 credits
EDUC 571  Classroom Teaching Experience - 10 credits
EDUC 572  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, 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 design 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: 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.

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<tr>
<th>Transition Point</th>
<th>Requirements</th>
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<tr>
<td>Admission</td>
<td>Official Transcripts&lt;br&gt;Completed Admissions Documents (including two essays)&lt;br&gt;Admission Evaluation Form&lt;br&gt;Interview&lt;br&gt;Basic Skills Test&lt;br&gt;Secondary Subject Matter Tests&lt;br&gt;Admissions Committee Review</td>
</tr>
<tr>
<td>Orientation</td>
<td>Candidate Dispositions (not to be turned in)</td>
</tr>
<tr>
<td>Completion of Fall semester Coursework</td>
<td>Successful Completion of Foundational Coursework&lt;br&gt;Candidate Dispositions Clearance&lt;br&gt;Submission of TSPC documents (fingerprints, PA-1 form)&lt;br&gt;Field Experience summative evaluation by mentor</td>
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<tr>
<td>Completion of Spring and Summer I semesters; entry into Student Teaching</td>
<td>Successful Completion of Methods Classes&lt;br&gt;Candidate Dispositions Clearance&lt;br&gt;Observation Journal and Reflection&lt;br&gt;NES Elementary Education Exam&lt;br&gt;Authorization Level Evaluation by Mentor&lt;br&gt;Completed Work Sample</td>
</tr>
<tr>
<td>Completion of Program</td>
<td>Completion of second Work Sample&lt;br&gt;Midplacement Report of Student Teaching&lt;br&gt;Summary Evaluation of Student Teaching w/passing grade</td>
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STUDENT TEACHING

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

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

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

Assisting the liaison between the school and Pacific is the university supervisor, who visits approximately every two weeks during the fall semester. Student teachers also meet the university faculty at regularly scheduled seminars.

At the conclusion of the student teaching semester, student teachers receive a grade of Pass (equivalent of a C or above) or No Pass (failure to meet established standards for student teaching). The grade, given by the university supervisor, incorporates feedback and recommendations from mentor teachers. At the end of each semester, the College of Education will assess individual progress toward meeting the program requirements. Student teachers must meet the program requirements in order to continue in the program.

The Student Teacher Role:

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

• develop competence in six key areas: planning for instruction, evaluation of student achievement, classroom management, professionalism, implementing plans for instruction, 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 mentor teacher(s), a schedule for assuming classroom responsibilities;
• encourage evaluation of lesson plans and teaching performance by the mentor teacher and through self-assessment;
• learn and adhere to school, district, and state rules and policies pertaining to the school program;
• participate in the total school program, extra curricular activities, in-service programs and other staff development activities;
• read and progress toward requirements of the TSPC and Pacific University College of Education Evaluations;
• invite the appropriate placement administrator to observe 2-3 times so that person can write a letter of recommendation.
The Mentor Teacher Role:
The mentor teacher serves as the primary guide, support and model for the student teacher, while sharing classroom responsibilities and expertise. Through regular planning and feedback, the mentor teacher will suggest, demonstrate, analyze, evaluate, and reinforce learning experiences.

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

Among other responsibilities, mentor teachers will:
• provide the student teacher with a faculty handbook or source of information pertaining to building and district policies, procedures, and routines;
• introduce the student teacher as a colleague to students and staff;
• create an atmosphere of acceptance for the student teacher with the students, staff, and community;
• guide the student teacher in setting goals and objectives through planning, writing, and revising lesson plans, using a variety of teaching strategies, measuring, and evaluating student growth, and designing feedback techniques;
• inform the student teacher concerning background information of students and introduce available resource persons and materials;
• guide the student teacher in advancing from an assisting role to a primary teaching role while the mentor teacher moves to a supporting role;
• require the student teacher's self-evaluation through suggestions, constructive criticism, and encouragement;
• provide written comments on lesson plans following observations of the student teacher's teaching;
• provide opportunities for the student teacher to observe other teachers and programs;
• consult regularly with the university supervisor about the student teacher's progress
• assist the student teacher in the development and implementation of two work samples;
• assist the student teacher in developing an individual teaching style;
• assist in development and monitoring of the student teacher's progress on the TSPC and Pacific University evaluations;
• recommend a pass/no pass grade based on student teacher's proficiency and completion of program requirements; and
• complete and return a Pacific University program evaluation form.

Criteria and Selection of Mentor Teachers
Mentor 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 mentor teachers. The following selection criteria have been reviewed and approved by the University's Education Consortium. The mentor teacher requirements include:
• preparation in supervising, evaluating, and/or instructing student teachers;
• minimum of two years of successful classroom teaching, preferably in the district (and immediately prior to supervision of an student teacher), and at least one year in that particular school;
• a current Oregon teaching license with appropriate endorsements for current assignments;
• demonstrated competence as a teacher;
• a positive professional attitude and enthusiasm for teaching;
• understanding of effective teaching strategies;
• ability to relate to and communicate with other teachers, administrators, staff, children, and parents;
The Building Administrator

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

- assists in selecting mentor teachers;
- orients student teacher to the school's philosophy, policies, regulations, and the physical plant;
- helps student teacher become acquainted with the school staff;
- confers with the mentor teacher about the student teacher's progress;
- suggests teachers or schools as possible observation sites;
- communicates with the university supervisor.

The University Supervisor:

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

- inform the district personnel about program expectations and requirements;
- meet with the mentor teacher and student teacher to plan, implement, and evaluate the experience;
- visit and observe student teacher's performance approximately every two weeks during the full-time student teaching semester;
- confer with the student teacher and mentor teacher after observations, and supply copies of written reports for the student teacher, mentor teacher, building administration, and the College of Education;
- schedule conferences with the student teacher and mentor teacher to evaluate the experience at the middle and end of student teaching;
- consult with the student teacher to discuss the student teacher's progress with the work samples;
- assess the two work samples required of each student teacher;
- monitor the student teacher's progress toward requirements listed on the TSPC and the Pacific University College of Education evaluations;
- complete the student teaching evaluation form for the student teacher's placement file.

STUDENT TEACHING PLACEMENTS

Pacific University prepares teachers for four authorization levels: early childhood, elementary, middle school, and high school. Students are strongly encouraged to prepare for two contiguous authorizations. Students are placed in preparation strands accordingly. Practicum and student teaching requirements vary somewhat with each of the three strands. Students will successfully teach one work sample at each authorization level.

Early Childhood/Elementary Education

Students require two placements – for early childhood education in grades K-4, and for elementary education in grades 3-6. During spring practicum the term prior to full-time student teaching, students spend at least two days a week in a classroom at their first authorization level. In the fall, fifteen+ weeks of full-time student teaching are required.

Elementary/Middle School

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

**Middle School/High School**

Students may choose to obtain a license at one authorization level only, or they may prepare for both authorization levels, with either middle school or high school as their first authorization level. Two placements are then required – one in a middle school in an appropriate endorsement area, and one in a high school in an appropriate endorsement area. During the spring practicum the term prior to full-time student teaching, students spend at least two days a week for ten weeks observing in a classroom. In addition, students will teach a two week unit at this first authorization level. At the major placement in the fall, it is required that students attend school full time for fifteen weeks at the placement site for their next authorization level.

**STAGES OF RESPONSIBILITY**

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

Student teachers assume responsibility in teaching through the following stages: orientation, observation, planning for teaching, participation as a team member, assuming teaching responsibilities for one or more periods per day, to teaching without full-time supervision. Each stage is described below.

**Stage 1: Orientation**

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

The student teacher's orientation should include the following:

**School**

- Information about the school community
- Tour of the building
- Awareness of faculty/student handbooks and policies
  - building hours and calendar for students and staff
  - parking facilities
  - appropriate dress
  - rules: bus, cafeteria, fire drill, hall, etc.
  - discipline policies
  - duties: bus, cafeteria, hall, etc.
- Introduction to administrators, secretaries, custodians, resource personnel, and other teachers
- Use of school services
  - AV and office equipment
  - ordering films
  - media center
  - health services
  - guidance and counseling
  - special education
- Use of building forms: attendance, accident, referral, student records, etc.
- School-related activities (open house, plays, sports, etc.)
- Faculty meetings and functions
- Phone numbers to contact school, mentor teacher, and university advisor, in case of illness.

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

**Stage 2: Observation**

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

- Class routine
  - Attendance taking procedure
  - Lunch routines
  - Policies for bathroom, drinks, pencil sharpeners, etc.
  - Methods of collecting and distributing papers, etc.
  - Follow-up on absences, late assignments
  - Classroom rules and discipline policy
- Record keeping, evaluation criteria, test construction, grading system, reporting method
- Student names (seating charts, class photos, and school annuals can be useful.)
- Characteristics of students
  - Behavior and work habits (alone/with others)
  - Physical development
  - Peer relations
  - Emotional development
- Means of assessing student
  - Observation
  - Pre-testing
  - Samples of student's work
  - School records and test scores
  - Conferences with mentor teacher, counselors, and parents
- Variety of methods of instruction
- Use of materials and equipment
Stage 3: Planning for Teaching

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

Stage 4: Participation as a Team Member

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

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

As student teachers 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, student teachers 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 5: Assuming Teaching Responsibilities

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

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

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

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

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

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

1. Learner Development – The teacher understands how learners grow and develop, recognizing the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure learning environments that enable each learner to meet high standards.
3. Learning Environments – The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher’s and learner’s decision making.
7. Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions to others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**SUPERVISION AND MENTORING**

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

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

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

**The Professional Supervision Cycle:**

*Planning*

At the beginning of each week, the student teacher is expected to have an outline of all lessons that will be taught that week. **The student teacher is expected to have complete lesson plans prepared and**
available for examination no later than the morning of the day these lessons will be taught. It is recommended that the student teacher and mentor teacher discuss lesson plans and review lessons on a daily basis.

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

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

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

Conference
The supervisor meets with the student teacher to discuss the lesson. Together they analyze the lesson, sharing observations, perceptions, and insights. Typically the student teacher might be guided to analyze the lesson through the following questions:
1. Did you meet your lesson objectives?
2. What were the strengths of your lesson?
3. What would you do differently?

It is recommended that this cycle also be used for observations by the mentor teacher. Each observation by the university supervisor or mentor is recorded on a supervision report form and copies are given to the student teacher. Copies should also be given to the mentor teacher and the building administrator.

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

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

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

It is essential that supervising teachers provide regular feedback, noting growth as well as areas for improvement. The student teacher and supervisors should each complete the appropriate Student Teacher Evaluation Forms. A three-way conference is then held with the student teacher, the mentor teacher and the university supervisor.

In order to pass and be recommended for licensure, students must meet competencies in each of the four areas designated on the TSPC and Pacific University College of Education Summary Reports. Performance is assessed jointly by university supervisor and mentor teacher and recorded on the evaluation. Requirements for the Student Teacher Checklist must also be met.
In cases of disagreement concerning the student teacher's final evaluation, students should appeal to the appropriate appellate body.

OREGON LAWS AND STUDENT TEACHERS

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

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

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

POLICIES REGARDING STUDENT TEACHERS

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

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

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

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

*Seminars*
Student teachers must work with their mentors to allow adequate time to travel to the University for Learning Communities seminars. These seminars are designed to support continuing professional growth during the term, as well as preparation for the next steps of licensure, job search, and continuing license process.

*Liability*
School districts provide limited liability coverage for student teachers. Students are encouraged to acquire additional coverage through homeowner's insurance or through a student membership in the Oregon Education Association (OEA). Student membership in OEA is free, but you must complete a membership application. Applications are available in the Education Office.

REMOVAL AND/OR TERMINATION OF A STUDENT TEACHER FROM A PLACEMENT

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

1. The supervisor will notify the strand or program coordinator and set up a meeting to include the strand or program coordinator, supervising teacher, university supervisor, and student teacher.
2. The university supervisor and the mentor teacher will have the following materials available for the meeting: all observation reports and a completed midterm evaluation report.

3. At the meeting the following should occur:
   a. Student is apprised of the specific deficiencies in performance relative to the competencies required of teachers in OAR 584-060-0040.
   b. A plan is devised for student to correct deficiencies.
   c. A timeline for correcting deficiencies is determined.
   d. The results of the meeting - deficiencies, plan, and timeline – shall be communicated by the strand or program coordinator in written format to the student teacher. Copies will be sent to the Associate Dean and/or Dean of the College of Education, principal of the placement site, university supervisor, mentor teacher and file.

4. At the end of the determined timeline, the university supervisor, mentor teacher and student teacher will meet to assess progress. If sufficient progress has been made to continue student teaching, the cycle of plan and timeline can be repeated. The university supervisor will provide a written record of this meeting including further plans and timelines to the student with copies to the mentor teacher, the strand or program coordinator, Associate Dean, Dean of the College of Education, building principal and file.

5. If the university supervisor and mentor teacher consider the progress insufficient to continue student teaching, the strand or program coordinator will meet with the student teacher, university supervisor, mentor teacher, and principal at the placement site.
   a. The university supervisor should bring observation reports and an updated midterm evaluation report.
   b. Student will be notified at the meeting that student teaching will not continue.
   c. Student will subsequently be notified in writing that student teaching is terminated. Copies go to the Associate Dean, Dean of the College of Education, principal of the placement site, university supervisor, mentor teacher, and file.
   d. The strand or program coordinator and university supervisor will make a recommendation to the Associate Dean concerning a second placement, remedial process, or termination from program.

6. If a second placement is deemed appropriate:
   a. The student will receive an incomplete in student teaching. The incomplete will not be removed until all requirements are met.
   b. With respect to confidentiality and reason, the principal and teacher at the second placement site shall not be made aware that it is a second placement.
   c. If the placement continues into the following semester, the student shall not be charged again for student teaching.
   d. If appropriate and with the agreement of the student teacher, a new university supervisor will be assigned.
   e. The TSPC requirement for 15 weeks of student teaching may be, but not necessarily shall be, met by combining successful experience in the 1st and 2nd placement.
   f. The student teacher must meet the requirement to teach two work samples.
   g. The university supervisor will make weekly observations in the new placement if necessary.
   h. At the direction of the strand or program coordinator and the Associate Dean, the student teacher must participate in any remedial coursework, remedial tasks, or plans of assistance in advance of or during the second placement.
   i. The student teacher may not participate in graduation ceremonies until requirements are met.

7. If the student teaching is terminated:
   a. The student teacher will be notified in writing that student teaching has been terminated. Copies will go to the university supervisor, mentor teacher, Associate Dean, Dean of the College of Education, principal of the placement site, and file.
   b. Student will receive a “No Pass” for student teaching.
   c. The student may request a program transfer to the MAE and with the appropriate and required number of hours may be granted the MAE, a non-licensure degree.
   d. The Registrar, Business Office and Financial Aid are notified.
The Dean of the College of Education will insure that the following procedures are implemented, as required by Oregon Administrative Rule 584-17-070.

1. Procedure to resolve differing evaluations between university and school district supervising teachers.
   a. In the event of a disagreement regarding midterm evaluation, 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 supervising teacher regarding the final evaluation, the College of Education appropriate appeals committee will arbitrate the matter.
   d. Failing resolution of the matter at this level, the 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 Dean of the College of Education that he or she will not be recommended for certification.
   b. The student may submit a written petition to the College of Education appropriate appeals committee appealing that decision.
   c. The committee will review and respond to the petition within one week.
   d. Failing resolution of the matter at this level, the student may carry an appeal to the University appropriate appeals committee.

LICENSURE

Students must assume responsibility for applying for teaching licenses in Oregon and other states. Appropriate forms for Oregon licensure are available in the office and from the Education Office in Forest Grove. Specific questions should be addressed to the Teacher Standards and Practices Commission (503) 378-3586.

PROFESSIONAL INFORMATION

College of Education Initial Teaching License Program Requirements

1. Prior to being admitted into the College of Education, all teacher candidates must show evidence of basic skills competency. Candidates must successfully pass one of the following TSPC required tests: California Basic Educational Skills Test (CBEST), NES EAS, or the Praxis I: Pre-Professional Skills Test (PPST). Passing scores for an Oregon Initial Teaching License are as follows:
   - CBEST – 123
   - NES EAS – 220 (all three subsections must receive a 220 or higher on each test)
   - PPST (all three sections must be passed) –
     Reading PPST – 175; CBT - 321
     Writing PPST – 174; CBT - 317
     Math PPST – 171; CBT - 320

2. Prior to field practicum placement all candidates must submit fingerprints as required by TSPC to work in an Oregon school. No student may be placed in a student teaching practicum unless their fingerprints have been submitted to TSPC.

3. Candidates are required to take and pass the appropriate subject exams specific to the level and subject area of interest prior to enrolling in their Initial Teaching License programs. There may be cases where a
candidate is accepted without documentation of having passed the tests. At the end of the first semester, candidates must show evidence of having passed the appropriate exam. Candidates who have not completed this requirement may continue in the program as a candidate for an MAE, a non-licensable graduate degree.

The subject area test requirements vary according to authorization level, and are as follows:

**Early Childhood/Elementary Education:**
NES Elementary Education Exam Subtests 1 and 2
- Subtest I: Reading, English Language Arts, Social Studies – 227
- Subtest II: Mathematics, Science, The Arts, Health and Fitness – 228

**Middle School Education:**
NES Elementary Education Exam Subtests 1 and 2
- Subtest I: Reading, English Language Arts, Social Studies – 227
- Subtest II: Mathematics, Science, The Arts, Health and Fitness – 228

You may add a middle level endorsement by passing a middle level endorsement test (Middle School Social Science, Middle School Language Arts, Middle School Science), taking a secondary methods course along with completing a practicum. Simply taking and passing these tests without a methods course and practicum will render a middle school teacher “highly qualified.” These middle school endorsements cannot be used at the high school level.

**High School Education:**
Content area tests appropriate for your endorsement areas

4. When you register for a test, request that the testing agency send a copy of your scores to Pacific University’s College of Education. You may obtain information about test dates, locations, and on-line registration at the ORELA ([www.orela.nesinc.com](http://www.orela.nesinc.com)). You are able to register and take these tests at a test site based on your schedule and test site availability. You should receive your test results the day of the test. You can get more detailed information about specific tests on the ORELA website.

5. Prior to the first day of full-time student teaching, candidates must show evidence of having passing scores on subject exams in at least one subject area specific to the authorization and endorsement sought. Candidates must also have a clear background check from TSPC before full-time student teaching.

**Overload during Student Teaching Policy**

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

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

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

**Number of Endorsements Earned During an Initial Teaching License Policy**

Candidates for the Initial Teaching License normally complete requirements for one or two endorsement areas while in their programs. If candidates desire to complete the requirements for more than two endorsement areas, they must show evidence of having completed the subject area exam prior to enrolling in the methods course
appropriate to the endorsement. Candidates will not be allowed to take additional area endorsement methods courses as independent study while enrolled in their Initial Teaching License programs. Please note that due to limited classroom availability at the Eugene campus, our schedule does not always allow students to complete the requirements for two endorsement areas during their program. Check program schedules for course availability.

**Number of Authorization Levels Completed During Student Teaching Policy**

Candidates for the Initial Teaching License are encouraged to complete two authorization levels (early childhood, elementary, middle level, high school) during the student teaching phase of their programs. Evidence of effectiveness (work sample) showing that candidates meet the standards required for the Initial Teaching License is required for each authorization level. Should candidates choose to complete only one authorization level during the student teaching experience they must complete two work samples at that authorization level, as required by TSPC.

Candidates are limited to two authorization levels during the student teaching experience. Candidates must meet the requirements for adding an authorization level to a license should they desire to complete a third authorization level during their Initial Teaching License programs. This includes registering for an additional practicum experience.

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

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

1. **Bachelor’s Degree** – Show evidence of having completed a bachelor’s degree from a regionally accredited college or university or an American equivalent to this standard.
2. **Basic Skills Competency** – Show evidence of having passed a basic skills competency test required by TSPC: California Basic Educational Skills Test (CBEST), NES EAS, the Praxis I: Pre-Professional Skills Test (PPST) or the Praxis I: Computer Based Test (CBT).
3. **NES Elementary Education Exam** - Shows evidence of passing a multiple skills exam required by TSPC & ORELA MSE.
4. **Character Clearance** – Show evidence of having fingerprints cleared by TSPC indicating minimum standards for character clearance have been met.
5. **Pacific University Program Requirements** – Show evidence of having passed the Pacific University program requirements (i.e., Master of Arts in Teaching, Bachelor’s degree in Education and Learning, customized initial teaching license, APT/SPED, etc.).
6. **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 mentor teacher and university supervisor.
7. **Evidence of Effectiveness** – Show evidence of having completed two work samples assessed by Pacific University faculty as having met the standard for effectiveness as a teacher at the authorization level(s) appropriate to the program. If two authorization levels are being sought a work sample is required at each level. If one authorization level is being sought two work samples are required at that level.
8. **Student Teaching** – Show evidence of having met all the standards required by TSPC and Pacific University for the Initial Teaching License in at least 18 weeks of student teaching as assessed by the mentor teacher and the university supervisor.
9. **ORELA-Civil Rights and Equity in the Educational Environment** - Shows evidence of passing an exam on discrimination and civil rights as required by TSPC.

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.
<table>
<thead>
<tr>
<th>CONCEPTUAL FRAMEWORK THEMES</th>
<th>THE COLLEGE OF EDUCATION VALUES...</th>
<th>OUTCOMES</th>
<th>FIELD EXPERIENCE/PRACTICUM II RESPONSIBILITIES</th>
<th>STUDENT TEACHING RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transforming Education through a Community of Learners</td>
<td>• professional educators who, as reflective practitioners, continually study theory, research, practice, and available resources as they strive to improve the effectiveness of their teaching</td>
<td>Candidates are reflective practitioners.</td>
<td>Look for ways mentor teacher adjusts and revises curriculum to meet the learning needs. Understand how the theory of coursework applies to the classroom.</td>
<td>Measure student learning of the content you are teaching; adjust to meet the needs of all students.</td>
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<td></td>
<td>• participation of educators as leaders and agents of change in the education profession within and beyond the University</td>
<td>Candidates are leaders and agents of change.</td>
<td>Model the desire to learn and reflect; understand school and classroom procedures for bathroom, drinks, distributing papers, homework</td>
<td>Model the desire to learn and reflect; understand school and classroom procedures.</td>
</tr>
<tr>
<td></td>
<td>• modeling of ethical behavior by professional educators a) in their classrooms and b) in their communities</td>
<td>Candidates contribute to the learning community.</td>
<td>Model the desire to learn and reflect; understand school and classroom procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• education as a lifelong process for learners of all ages and backgrounds</td>
<td>Candidates are lifelong learners.</td>
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<tr>
<td></td>
<td>• modeling by professional educators of an inquisitive attitude and enjoyment of intellectual pursuits</td>
<td>Candidates have inquiring minds.</td>
<td>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.</td>
<td>Write lesson plans for each lesson taught; seek out numerous resources.</td>
</tr>
<tr>
<td></td>
<td>• professional educators who are confident, energetic and both physically and mentally healthy</td>
<td>Candidates are confident, energetic and healthy.</td>
<td>Show a positive attitude, be on time, dress appropriately.</td>
<td>Show a positive attitude, be on time, dress appropriately.</td>
</tr>
<tr>
<td>Promoting Cultural Competence</td>
<td>Candidates are working toward cultural competence.</td>
<td>Get to know the students and their interests.</td>
<td>Continue to understand student characteristics.</td>
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<tr>
<td>• professional educators who believe that all students can learn and who assume responsibility in furthering that learning</td>
<td>Candidates believe all students can learn.</td>
<td>Learn about students with second language skills, disabilities, TAG identification, social and emotional needs.</td>
<td>Apply understanding of students with second language skills, disabilities, TAG identification, social and emotional needs as you prepare lessons.</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>Candidates interact constructively.</td>
<td>Meet school staff, attend school and parent meetings, understand building discipline policies, procedures for emergencies.</td>
<td>Work as a team member, attend school and parent meetings, follow through with discipline policies, procedures for emergencies, parent contacts about successes and problems.</td>
<td></td>
</tr>
<tr>
<td>• professional educators as keen observers of the learner, family, community, and environment who use that</td>
<td>Candidates are data-driven decision-makers.</td>
<td>Learn student names, notice how mentor teacher plans to meet student individual needs.</td>
<td>Know student names, understand family and community environments.</td>
<td></td>
</tr>
</tbody>
</table>
Candidate Dispositions Self-Assessment

Name ___________________________________________ Date _________

Please evaluate yourself in the following areas. Areas that need improvement, as evaluated by faculty, will be the subject of a conference according to the Dispositions Issues Procedure.

<table>
<thead>
<tr>
<th>I do not meet expectations and have on a number of occasions demonstrated a lack of awareness.</th>
<th>I do not meet expectations, but am aware of areas in which I need to improve.</th>
<th>I generally meet expectations, but am inconsistent in demonstrating the competencies.</th>
<th>I consistently demonstrate these competencies.</th>
<th>I not only consistently demonstrate the competencies, but also serve as a role model for others.</th>
<th>No opportunity to practice or demonstrate these competencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

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

| 1 | 2 | 3 | 4 | 5 | N/A |
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; comes to class 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/A |

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/A |

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/A |
Procedures for Dealing with Dispositions

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

1. Faculty member notifies the student (candidate) of a concern and sets up a meeting to review the dispositions. The student will be asked to fill out a self-assessment of the Dispositions to bring to the meeting.
2. The faculty member will have the following materials: the Dispositions evaluation form, and documented evidence of concerns.
3. At that meeting the following will occur:
   a. The student and faculty member will review the student self-assessment of the Dispositions
   b. Student is apprised of the specific deficiency relative to the competencies required of the Dispositions document.
   c. A plan is devised for student to correct the deficiencies.
   d. A timeline for correction is determined. The results of the meeting – deficiencies, plan, and timeline – will be summarized in writing and copies provided for the student, the strand coordinator (program coordinator), the Dean, Director/Associate Dean and the file.
4. At the end of the determined timeline, the faculty member, strand coordinator, and student will meet to assess the progress. If sufficient progress has been made, it will be noted in writing and the student will continue on with coursework and program. Copies summarizing this meeting will be given to the student, Director/Associate Dean, Dean and placed in the student file.
   a. If the faculty member and strand coordinator feel that insufficient progress has been made, the Dean will hold a meeting with the student and the faculty member and strand coordinator.
   b. Faculty members should bring documentation of issues, observation reports, and updated observations.
   c. At that meeting all parties affirm that the student will not continue on to the next phase of the program.
   d. The student 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, the faculty member, strand coordinator and file.
In order to be licensed in Oregon every candidate must pass a basic skills test and subject area test. Those tests satisfying the basic skills requirement are the CBEST or the PPST. If you have not yet taken and passed one of the basic skills tests, you should make arrangements to do so as soon as possible.

The subject area test requirement varies according to authorization level. For those students with Early Childhood Education and Elementary Education authorizations, the appropriate subject area test is the ORELA. Those with a Middle School Education authorization must take the ORELA and have a college major appropriate for a middle school subject area. Those with a High School authorization must pass the ORELA NES test(s) required by Oregon for the endorsement area. If you expect to qualify for both a middle school and high school authorization, you must take and pass both the ORELA and the appropriate ORELA NES subject test(s).

You must have taken all tests and have the score reports available before you will be allowed to begin full-time student teaching. That means you must take all tests in a timely manner. The registration deadline is about one month before the test date, and the score report arrives about 6 weeks after taking the test.

### PACIFIC UNIVERSITY TESTING REQUIREMENTS FOR OREGON INITIAL TEACHING LICENSE

#### BASIC SKILLS - Tests must be passed for admission to the College of Education

Candidates must show evidence of having competency in basic skills by submitting passing scores on one of the following tests: Essential Academic Skills Test (EAS), Praxis I: Pre-Professional Skills Test (PPST or C-PPST), California Basic Educational Skills Test Computer-Based Test (CBEST CBT), or Washington Educator Skills Test-Basic (WEST-B). You can obtain information about test dates, locations, and on-line registration at the ORELA (www.nesinc.orela.com), Praxis (www.ets.org/praxis) and CBEST (www.cbest.nesinc.com) websites.

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Test Number</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS Subtest I: Reading</td>
<td></td>
<td>220</td>
</tr>
<tr>
<td>EAS Subtest II: Writing</td>
<td></td>
<td>220</td>
</tr>
<tr>
<td>EAS Subtest III: Mathematics</td>
<td></td>
<td>220</td>
</tr>
<tr>
<td>PPST: Mathematics</td>
<td>10730</td>
<td>175</td>
</tr>
<tr>
<td>PPST: Reading</td>
<td>10710</td>
<td>174</td>
</tr>
<tr>
<td>PPST: Writing</td>
<td>20720</td>
<td>171</td>
</tr>
</tbody>
</table>

C-PPST: computer version requires the same score for each section.

CBEST CBT: A total score (the sum of reading, mathematics, and writing scaled scores) of 123 is required for passing status. The minimum passing score for each test is 37.

| WEST-B: Mathematics | 240 |
| WEST-B: Reading | 240 |
| WEST-B: Writing | 240 |

Note: TSPC will accept a mix of the three basic skills exams (for instance, CBEST Math, PPST Reading and PPST Writing) to fulfill the basic skills requirement, with the exception of the WEST-B and the EAS.

#### AUTHORIZATION LEVELS & ENDORSEMENTS - Tests must be passed for admission to the College of Education

Early Childhood, Elementary and Middle Level Authorizations Require the Multiple Subjects Endorsement

Candidates for the early childhood (grades PreK-4), elementary (grades 3-8), and middle school (grades 5-9) authorization levels must show evidence of competency in multiple subjects by passing the NES Elementary Education Exam. You can obtain information about the tests, testing locations, and on-line registration at the ORELA website (www.orela.nesinc.com).

<table>
<thead>
<tr>
<th>Elementary Education</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtest I: Reading, English Language Arts, Social Studies</td>
<td>227</td>
</tr>
<tr>
<td>Subtest II: Mathematics, Science, The Arts, Health and Fitness</td>
<td>228</td>
</tr>
</tbody>
</table>
Middle Level Subjects Requiring Highly Qualified Status

Candidates for the middle level authorization level (grades 5-9) may become highly qualified to teach in core subject areas by showing single subject mastery in one or more of the following ORELA tests. You can obtain more information about the tests, testing locations, and on-line registration at the ORELA website (www.orela.nesinc.com). Note: Candidates must also meet state licensure requirements for the middle school authorization level by passing the MSE.

<table>
<thead>
<tr>
<th>Middle Level HQ Tests</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Grades English Language Arts</td>
<td>222</td>
</tr>
<tr>
<td>Middle Grades General Science</td>
<td>228</td>
</tr>
<tr>
<td>Middle Grades Social Science</td>
<td>227</td>
</tr>
</tbody>
</table>

Note: Middle level tests for language arts, science, and social studies are only valid to teach at the middle school level.

<table>
<thead>
<tr>
<th>Middle Level Basic Math Endorsement</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Grades Mathematics (Basic Math)</td>
<td>225</td>
</tr>
</tbody>
</table>

The Basic Math endorsement is valid to teach any course in middle school or high school at or below Algebra I including Remedial Math; Mathematics; Basic Math; Math Concepts (grades 6-8); Pre-Algebra; Introductory Algebra; Basic Algebra; Algebra I; Competency Mathematics; Consumer Mathematics; General Math I & II; Mathematics Fundamentals; Math Lab; Middle Mathematics Skills; Problem Solving; and other math-related courses at or below the Algebra I level.

### Subject Matter Endorsements (Middle Level and High School Authorizations)

Candidates for the high school authorization level (grades 9-12) must show single subject mastery in each endorsement area by passing the appropriate subject area test(s). You can obtain information about tests, testing locations, and on-line registration at the ORELA website (www.orela.nesinc.com). Candidates who pass these exams are qualified to teach the endorsement at the middle school level (unless noted) if they have met the authorization level requirements (multiple subjects test; practicum; developmental psychology and other appropriate coursework). Candidates seeking endorsements in the following areas (Art, ESOL, ESOL Bilingual, Music, Physical Education, Reading, Special Education) must qualify, through approved academic preparation in the desired authorization levels and through supervised work experience or student teaching, for authorization at any of the following two levels: early childhood and elementary; elementary and middle level; or middle level and high school. The ORELA MSE is not required for these dual authorization endorsement areas.

<table>
<thead>
<tr>
<th>Subject Endorsements</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (requires two authorization levels – ECE/ELEM or ELEM/MS or MS/HS)</td>
<td>230</td>
</tr>
<tr>
<td>Biology (Middle school and/or high school authorization levels)</td>
<td>220</td>
</tr>
</tbody>
</table>

Note: Valid to teach Biology; Agriculture; Animal Systems; Chemistry; Life Science; Natural Resources; Plant Systems; and Zoology and other specialized courses.

| Business Education (Middle school and/or high school authorization levels) | 234           |
| Chemistry (Middle school and/or high school authorization levels)         | 220           |

Note: Valid to teach Chemistry; Integrated Science; Life & Physical Sciences; Physics; Technical Science and other specialized courses.

*French (see next page)

*German (see next page)

| Health (Middle school and/or high school authorization levels) | 240           |

Note: Valid to teach Health Education; Advanced Health; Food and Fitness; Drug Education; Health Promotion; Health and Wellness Education; Individual Health Projects; Chemical and Substance Abuse Education; Family Living, and other health-related courses or activities.

### Integrated Science (effective 9.1.2011)

| General Science | TBD        |

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.

| Language Arts (Middle school and/or high school authorization levels) | 236           |
| *Marketing (see next page)                                           | 225           |

Mathematics, Advanced (Middle school and/or high school authorization levels)

| Mathematics | 225           |

Note: Valid to teach Advanced Algebra; Trigonometry; Pre-Calculus; Calculus; Statistics & Probability; Geometry; Survey Geometry; Trigonometry Analysis; and Other math-related courses. Required to teach above the Algebra I level.
Mathematics, Basic (Middle school and/or high school authorization levels)

<table>
<thead>
<tr>
<th>Subject Endorsements</th>
<th>Test Number</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Grades Mathematics</td>
<td></td>
<td>225</td>
</tr>
</tbody>
</table>

Note: Valid to teach any course in middle school or high school at or below Algebra I including Remedial Math; Mathematics; Basic Math; Math Concepts (grades 6-8); Pre-Algebra; Introductory Algebra; Basic Algebra; Algebra I; Competency Mathematics; Consumer Mathematics; General Math I & II; Mathematics Fundamentals; Math Lab; Middle Mathematics Skills; Problem Solving, and other math-related courses at or below the Algebra I level.

Music (requires two authorization levels – ECE/ELEM or ELEM/MS or MS/HS)

Physical Education (requires two authorization levels – ECE/ELEM or ELEM/MS or MS/HS)

<table>
<thead>
<tr>
<th>Subject Endorsements</th>
<th>Test Number</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td></td>
<td>220</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>224</td>
</tr>
</tbody>
</table>

Note: Valid to teach games and sports skills; Gymnastics; Movement; Personal & Social Development; Physical Fitness and Body Development; Rhythms; Adaptive motor skills, and athletic training.

Physics (Middle school and/or high school authorization levels)

Note: Valid to teach Astronomy; Chemistry; Integrated Science, Life & Physical Sciences; Meteorology, Physics, Robotics, Technical Science and other specialized courses.

Social Studies (Middle school and/or high school authorization levels)

<table>
<thead>
<tr>
<th>Subject Endorsements</th>
<th>Test Number</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td></td>
<td>226</td>
</tr>
</tbody>
</table>

*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).

<table>
<thead>
<tr>
<th>Subject Endorsements</th>
<th>Test Number</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French: Content Knowledge</td>
<td>20173</td>
<td>146</td>
</tr>
<tr>
<td>French: Productive Language Skills</td>
<td>10171</td>
<td>160</td>
</tr>
<tr>
<td>German</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German: Content Knowledge</td>
<td>20181</td>
<td>156</td>
</tr>
<tr>
<td>German: Productive Language Skills</td>
<td>30182</td>
<td>160</td>
</tr>
<tr>
<td>Marketing (High school authorization level only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing Education</td>
<td>10561</td>
<td>163</td>
</tr>
</tbody>
</table>

Endorsements Which Have No Examinations Assigned

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.

<table>
<thead>
<tr>
<th>Subject Endorsements</th>
<th>Test Number</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
<td></td>
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<tr>
<td>Russian</td>
<td></td>
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</tbody>
</table>

OTHER TESTS REQUIRED FOR LICENSURE

These tests are not required for admission. However, they must be passed prior to program completion.

Protecting Student and Civil Rights in the Educational Environment Examination

The ORELA Protecting Student and Civil Rights in the Educational Environment Examination is required of all candidates seeking Oregon initial licensure, including authorizations at the early childhood, elementary, middle, and/or high school levels.

<table>
<thead>
<tr>
<th>Subject Endorsements</th>
<th>Test Number</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protecting Student and Civil Rights in the Educational Environment Examination</td>
<td></td>
<td>240</td>
</tr>
</tbody>
</table>

Special Education Endorsement

ORELA Special Education (requires two authorization levels – ECE/Elem or Elem/MS or MS/HS)

<table>
<thead>
<tr>
<th>Subject Endorsements</th>
<th>Test Number</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORELA Special Education</td>
<td></td>
<td>228</td>
</tr>
</tbody>
</table>

Reading Specialist

ETS Praxis II (requires two authorization levels – ECE/ELEM or ELEM/MS or MS/HS)

<table>
<thead>
<tr>
<th>Subject Endorsements</th>
<th>Test Number</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Specialist</td>
<td></td>
<td>0301</td>
</tr>
</tbody>
</table>
English to Speakers of Other Languages (ESOL) Endorsement

The ORELA English to Speakers of Other Languages (ESOL) Examination is required of candidates seeking licensure as ESOL teachers. You can obtain information about test dates, locations, and on-line registration at the ORELA website (www.orela.nesinc.com). Candidates seeking this endorsement must qualify, through approved academic preparation in the desired authorization levels and through supervised work experience or student teaching, for authorization at any of the following two levels: early childhood and elementary; elementary and middle level; or middle level and high school.

<table>
<thead>
<tr>
<th>ORELA ESOL (requires two authorization levels – ECE/ELEM or ELEM/MS or MS/HS)</th>
<th>227</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORELA ESOL Bilingual (requires two authorization levels – ECE/ELEM or ELEM/MS or MS/HS)</td>
<td>227</td>
</tr>
</tbody>
</table>

Note: In addition, candidates must achieve a score of Intermediate High or above in a target language on the American Council on the Teaching of Foreign Languages Oral Proficiency Interview.

TESTING CONFIGURATIONS FOR COLLEGE OF EDUCATION ITL PROGRAMS

1. Undergraduate Education & Learning (ECE and Elem authorizations)
   - Basic Skills
   - Elementary Education Examination
   - Protecting Student and Civil Rights in the Educational Environment Exam

2. Master of Arts in Teaching – Fifth Year and Flex
   - ECE/Elem
     - Basic Skills
     - Elementary Education Examination
     - Protecting Student & Civil Rights in the Educational Environment Exam
   - Elem/MS
     - Basic Skills
     - Elementary Education Examination
     - Middle Level HQ Test
     - Protecting Student & Civil Rights in the Educational Environment Exam
   - MS/HS
     - Basic Skills
     - Elementary Education Examination (if you want to teach at the middle level)*
     - Subject Matter Test
     - Protecting Student & Civil Rights in the Educational Environment Exam

3. Master of Arts in Teaching – Special Education
   - Basic Skills
   - NES Special Education Exam
   - Elementary Education Examination (required for HQ)
   - Protecting Student & Civil Rights in the Education Environment

*The NES Elementary Exam is not required for the following dual authorization endorsement areas: Art, ESOL, ESOL/Bilingual, Music, Physical Education, Reading, Special Education. However, if you plan to teach anything beyond the subject areas listed above, you will need to pass it to teach at the middle level.
# Field Experience Log

<table>
<thead>
<tr>
<th># of Hours</th>
<th>Date</th>
<th>Time you were at placement</th>
<th>List activities in which you participated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Total Hrs.  Mentor Signature  University Supervisor/Date

**Please have your mentor sign off when you reach the end of the form rather than continuing to write hours on the back. You may end up with several forms by the end of your field experience.**
FIELD EXPERIENCE EVALUATION

Although this is the first formal experience in which our candidates are placed, we expect that they will look on this experience as an opportunity to start learning/practicing their professional skills. Please evaluate your field experience student using the following scale:

<table>
<thead>
<tr>
<th>0</th>
<th>1 – 2</th>
<th>3 – 4</th>
<th>5 - 6</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate is <strong>not able</strong> to demonstrate the competencies.</td>
<td>The candidate has demonstrated a <strong>developing awareness</strong> of the competencies.</td>
<td>The candidate <strong>knows and generally demonstrates</strong> the competencies.</td>
<td>The candidate <strong>knows and demonstrates on a consistent basis</strong> the competencies.</td>
<td>There was <strong>no opportunity</strong> to observe the student in this competency area.</td>
</tr>
</tbody>
</table>

The candidate makes learners feel valued.

The candidate understands that learners bring assets for learning based on their individual differences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

The candidate is a thoughtful and responsive listener and observer.

The candidate has knowledge of student content standards.

The candidate respects learners’ diverse strengths and needs and is able to talk about how this impacts the way they learn.

The candidate understands multiple forms of communication and is able to demonstrate effective oral and written communication with his/her mentor and students.

The candidate sees him/herself as a learner and seeks out opportunities to learn about the school, classroom, and children in the classroom.

The candidate understands the expectations of the profession including codes of ethics and professional standards of practice. This includes dressing professionally and arriving on time.

The candidate knows how to work with other adults and has developed skills in collaborative interaction.

The candidate takes initiative to grow and develop through interactions with adults that enhance his/her growth as a professional.

The candidate embraces the challenge of being in a classroom, acting as a support person under the direction of his/her mentor.

Do you have confidence that this individual is ready to be more engaged with students and is ready to take on some teaching responsibilities?

- [ ] Yes
- [ ] No

If you don’t feel this individual is ready, in what skill/ability areas does s/he need to grow?

If you feel the individual is ready to be more engaged with students and is ready to take on some teaching responsibilities, in what areas is s/he specifically skilled?

Comments and suggestions:

______________________________   __________________________   ________
Mentor Teacher (printed)                 Signature        Date
PACIFIC UNIVERSITY COLLEGE OF EDUCATION
AUTHORIZATION LEVEL SUMMARY EVALUATION

Student Teacher (Candidate) _____________________________ Semester/Year _______________________
Mentor Teacher _____________________________ Subject/Grade _____________________________
School _____________________________ District _____________________________

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

Early Childhood _________ Elementary _________ Middle Level _________ High School _________

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

Rating Scale for Standards One through Five:

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

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:

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>b. Determine the current performance level of one’s students with respect to the learning goals established for a unit of instruction;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>d. Determine content, skills and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>e. Select and organize materials, equipment, and technologies needed to teach a unit of instruction;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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.</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Composite Score for Standard One: 0 1 2 3 4 5 6 Met ☐ Not Met ☐
### STANDARD 2: ESTABLISH CLASSROOM CLIMATE
Candidate establishes a classroom climate conducive to learning and demonstrates ability to:

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>c. Employ equitable practices that are just and that support a least restrictive environment for all students;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>d. Model and reinforce classroom social behavior that supports student learning and development;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>f. Monitor student conduct, and take appropriate action when misbehavior occurs;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>h. Use classroom time effectively to provide maximum time for learning;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>i. Manage instructional transitions decisively and without loss of instructional time;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>j. Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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.</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

**Composite Score for Standard Two:**

<table>
<thead>
<tr>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STANDARD 3: STANDARDS BASED TEACHING
Candidate engages students in planned learning activities and demonstrates ability to:

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Choose organizational structures appropriate for the objectives of instruction;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>b. Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>c. Implement instructional plans that employ knowledge of subject matter and basic skills;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>d. Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>e. Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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.</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

**Composite Score for Standard Three:**

<table>
<thead>
<tr>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### STANDARD 4: ASSESSMENT
Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:

<table>
<thead>
<tr>
<th>University</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

| 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:**

<table>
<thead>
<tr>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

### STANDARD 5: CONTENT KNOWLEDGE
Candidate employs pedagogical content knowledge and demonstrates ability to:

<table>
<thead>
<tr>
<th>University</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

| 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:**

<table>
<thead>
<tr>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

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57
<table>
<thead>
<tr>
<th>Rating Scale for Standard Six: PROFESSIONAL BEHAVIOR</th>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1 – 2</td>
<td>3 – 4</td>
</tr>
<tr>
<td>Not yet able to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has not met Standard Six for the Initial Teaching License during this practicum.)</td>
<td>0</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Developing awareness and beginning to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has the potential to meet Standard Six for the Initial Teaching License.)</td>
<td>0</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Knows and demonstrates professional behaviors, ethics, and values required of a licensed educator. (Regularly meets Standard Six for the Initial Teaching License.)</td>
<td>0</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Knows and demonstrates well professional behaviors, ethics, and values required of a licensed educator. (Exceeds Standard Six for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)</td>
<td>0</td>
<td>1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

**STANDARD 6: PROFESSIONAL BEHAVIOR**
Candidate exhibits professional behaviors, ethics, and values and demonstrates ability to:

- a. Be dependable, conscientious, and punctual;
- b. Meet work schedule demands;
- c. Be aware of the importance of dressing appropriately;
- d. Be aware of, and act in accordance with, school policies and practices;
- e. Understand the organizational culture and expectations that operate within a school and that impact students and student learning;
- f. Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;
- 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;
- h. Perform advisory functions for students in formal and informal settings;
- i. Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;
- j. Exhibit energy, drive and determination to make one’s school and classroom the best possible environment for teaching and learning;
- k. Exhibit energy, drive and determination to become a professional educator.

**Composite Score for Standard Six:**

<table>
<thead>
<tr>
<th>0</th>
<th>1 2 3 4 5 6</th>
<th>Met □ Not Met □</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6</td>
<td>Met □ Not Met □</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

_____________________________________________________________________________________ ____________________________________
_________________________________________________________________________ ____________________________________________________
_____________________________________________________________________________________ _________________________________________
_______________________________________________________________________________________________________________________ __
We have conferred in the summary of the candidate’s classroom performance and work samples. Our signatures below attest to our professional judgment regarding the student teacher’s performance on the Pacific University and TSPC-prescribed teaching competencies.

________________________________ _______________  
Signature of University Supervisor                  Printed Name of University Supervisor                                 Date
________________________________ _______________  
Signature of Mentor Teacher                  Printed Name of Mentor Teacher                                         Date

Copies to Student Teacher, Mentor Teacher, and Candidate’s file

Revised 8/07

58
**STUDENT TEACHER SUMMARY EVALUATION**

Student Teacher (Candidate) ___________________________ Semester/Year ___________________________

Mentor Teacher ___________________________ Subject/Grade ___________________________

School ___________________________ District ___________________________

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

- Early Childhood _________
- Elementary _________
- Middle Level _________
- High School _________

Circle the level of proficiency demonstrated by the student teacher at the conclusion of the student teaching experience for each of the competencies listed below. Student teachers should be able to demonstrate proficiency at a level 3 or 4 in each Standard in order to earn the Initial Teaching License. The Pacific University Supervisor and the Mentor Teacher both need to indicate that each of the Standards has been met in order for the student teacher to be eligible for the Initial Teaching License.

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

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

**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:

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>b. Determine the current performance level of one’s students with respect to the learning goals established for a unit of instruction;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>d. Determine content, skills and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>e. Select and organize materials, equipment, and technologies needed to teach a unit of instruction;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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.</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

**Composite Score for Standard One:**

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Met</td>
<td>☑ Not Met</td>
</tr>
<tr>
<td>☑ Met</td>
<td>☑ Not Met</td>
</tr>
</tbody>
</table>
### STANDARD 2: ESTABLISH CLASSROOM CLIMATE
Candidate establishes a classroom climate conducive to learning and demonstrates ability to:

<table>
<thead>
<tr>
<th>a. Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;</th>
<th>University</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>c. Employ equitable practices that are just and that support a least restrictive environment for all students;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>d. Model and reinforce classroom social behavior that supports student learning and development;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>f. Monitor student conduct, and take appropriate action when misbehavior occurs;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>h. Use classroom time effectively to provide maximum time for learning;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>i. Manage instructional transitions decisively and without loss of instructional time;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>j. Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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.</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

**Composite Score for Standard Two:**

<table>
<thead>
<tr>
<th>University</th>
<th>Mentor</th>
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</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

### STANDARD 3: STANDARDS BASED TEACHING
Candidate engages students in planned learning activities and demonstrates ability to:

<table>
<thead>
<tr>
<th>a. Choose organizational structures appropriate for the objectives of instruction;</th>
<th>University</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>b. Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>c. Implement instructional plans that employ knowledge of subject matter and basic skills;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>d. Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>e. Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking;</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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.</td>
<td>University</td>
<td>Mentor</td>
</tr>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

**Composite Score for Standard Three:**

<table>
<thead>
<tr>
<th>University</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Met ☐ Not Met ☐ Met ☐ Not Met ☐
### STANDARD 4: ASSESSMENT
Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>c. Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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.</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

**Composite Score for Standard Four:**

<table>
<thead>
<tr>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
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</tr>
</tbody>
</table>

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### STANDARD 5: CONTENT KNOWLEDGE
Candidate employs pedagogical content knowledge and demonstrates ability to:

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
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</thead>
<tbody>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>b. Select and sequence disciplinary content to support future learning in and out of school;</td>
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</tr>
<tr>
<td>c. Evaluate students’ initial conceptions and provide opportunities to gain a deeper and more useful understanding;</td>
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</tr>
<tr>
<td>d. Present content in a variety of ways that are clear and appropriate for students;</td>
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</tr>
<tr>
<td>e. Adapt/modify content knowledge for exceptional learners, including talented and gifted;</td>
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<tr>
<td>f. Link content to students’ knowledge, experience and interests as well as to other content disciplines and real world phenomena;</td>
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</tr>
<tr>
<td>g. Utilize a range of instructional resources and technology tools to enhance learning;</td>
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<tr>
<td>h. Engage students in pedagogically powerful applications of technology that foster learning;</td>
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<tr>
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**Composite Score for Standard Five:**

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</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
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</tr>
</tbody>
</table>
**Rating Scale for Standard Six: PROFESSIONAL BEHAVIOR**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not yet able to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has not met Standard Six for the Initial Teaching License during this practicum.)</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>1 – 2</td>
<td>Developing awareness and beginning to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has the potential to meet Standard Six for the Initial Teaching License.)</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>3 – 4</td>
<td>Knows and demonstrates on a regular basis the professional behaviors, ethics, and values required of a licensed educator. (Regularly meets Standard Six for the Initial Teaching License.)</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>5 - 6</td>
<td>Knows and demonstrates well professional behaviors, ethics, and values required of a licensed educator. (Exceeds Standard Six for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

**STANDARD 6: PROFESSIONAL BEHAVIOR**

Candidate exhibits professional behaviors, ethics, and values and demonstrates ability to:

a. Be dependable, conscientious, and punctual;

b. Meet work schedule demands;

c. Be aware of the importance of dressing appropriately;

d. Be aware of, and act in accordance with, school policies and practices;

e. Understand the organizational culture and expectations that operate within a school and that impact students and student learning;

f. Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;

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;

h. Perform advisory functions for students in formal and informal settings;

i. Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;

j. Exhibit energy, drive and determination to make one’s school and classroom the best possible environment for teaching and learning;

k. Exhibit energy, drive and determination to become a professional educator.

<table>
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<th>Composite Score for Standard Six:</th>
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<th>Mentor Teacher</th>
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</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

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

Signature of University Supervisor | Printed Name of University Supervisor | Date
---|---|---
Signature of Mentor Teacher | Printed Name of Mentor Teacher | Date

Copies to Student Teacher, Mentor Teacher, and Candidate’s file

Revised 8/07
Pacific University - College of Education
Student Government Fees Pre-approval/Reimbursement Request Form

Directions:
1. Fill out Reimbursement Request Form.
2. Staple receipt(s) from conference or proof of membership payment, rental agreement, etc. **You will not be reimbursed without the ORIGINAL RECEIPT and/or PACKING LIST. Do not use highlighter, circle the items to be reimbursed.**
3. Leave Reimbursement Request form and original receipt(s) in the cohort representative’s box for approval signature.
4. Obtain your Strand Advisor’s signature and the signature for the Student Government Treasurer.
5. Turn in signed Reimbursement Request form to the front desk.

NAME:  __________________________________________________________________ Stdt ID#  _____________________ _______
MAILING ADDRESS:  ________________________________________________________________
__________________________________________________ ______________________________________
STRAND/PROGRAM:  ________________________________________________________________
DATE OF REQUEST:  ________________________________________________________________
DESCRIPTION OF REQUESTED REIMBURSEMENT:  __________________________________________ 
__________________________________________________________________________________________ 
DATE ATTENDED:  __________________________________ ___________________________________________________________
AMOUNT REQUESTED:  _________________________________ ______________________________________________________________
STUDENT SIGNATURE:  ____________________________________________ ___________________________________________________

APPROVAL SIGNATURES:  
* _________________________________
   Cohort Representative

* _________________________________
   Strand Advisor

_______________________________
   Student Government Treasurer

_______________________________
   Administrator- Lane County

_______________________________
   Administrator- Forest Grove

*There are forms that have been signed by your cohort representative, strand advisor and student government representative. Please use one of those forms.