



Special Education Program

Mentor Teacher Handbook 2013-14

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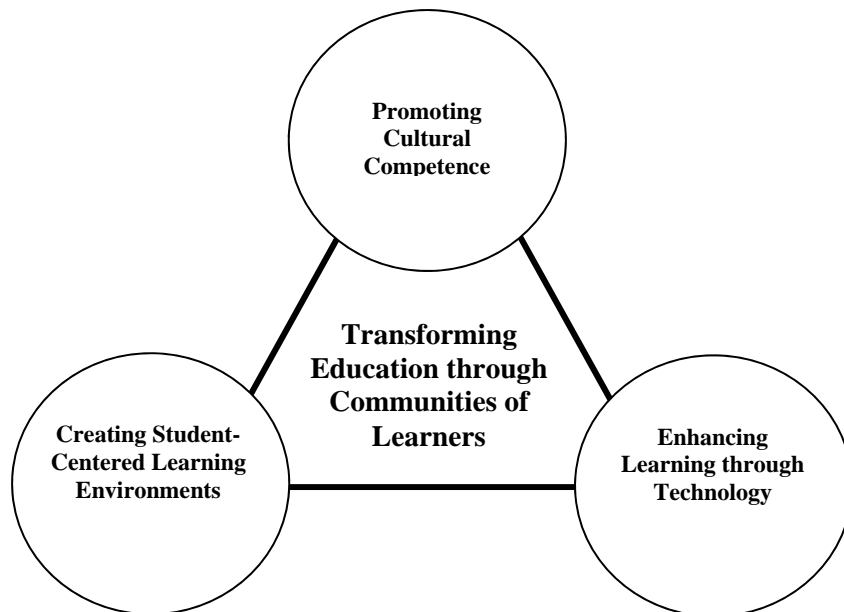
SPECIAL EDUCATOR PROGRAM

The content of the program follows guidelines established by the Teacher Standards and Practices Commission (TSPC) as outlined in the Oregon Administrative Rules (OARs). Chapter 584, Division 065, Section 0035 (584-065-0035) sets forth the requirements for an initial licensure with a special education endorsement. Licenses are valid for teaching learners with mild, moderate, and severe disabilities across the following categories: autism spectrum disorder, deafblindness, emotional disturbance, intellectual disability, orthopedic impairment, other health impaired, specific learning disability, and traumatic brain injury. Competencies identified for the Initial License are met in conjunction with the Special Educator competencies.

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

Philosophy and Values of the Special Educator Program

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

The Special Education Program promotes the following values:

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

A special educator plays a pivotal role in the education of students with disabilities and is a leader in the educational setting. The teacher’s role transcends that of working with children with disabilities to working collaboratively with general educators and educational administrators, instructional assistants, related service personnel (e.g., occupational therapist, physical therapist, speech-language pathologist), family members, social service personnel, health care providers, community leaders, and nondisabled peers. This collaborative approach to integrated services moves beyond an isolated model to serving the individual with a disability in the context of their school and community environments rather than fragmented by discipline or place. In addition to providing an education to students with disabilities, the special educator also informs and “teaches” others about special education, specific disabilities, and the needs, wants, and desires of students with special needs. Communication skills and interpersonal skills are an absolute necessity.

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

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

Oregon Administrative Rules Relating to Special Education Programs

584-065-0035 Knowledge, Skills and Abilities for Special Education Endorsement

(1) Definitions:

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

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

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

(3) Field Experience:

- (a) Candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities (mild, moderate and severe), and collaborative opportunities that are appropriate to the license or roles for which they are preparing.
- (b) These field and clinical experiences are supervised by qualified professionals who are either licensed as special educators or eligible for licensure as special educators.

(4) Candidates for special education endorsements must complete an approved academic program for special education and will demonstrate competency through OAR 584-017-0185 in the following standards:

- (a) **Standard 1: Foundations:** Candidates understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues

that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Candidates:

- (A) Understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation;
 - (B) Understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services;
 - (C) Understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies; and
 - (D) Use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.
- (b) **Standard 2: Development and Characteristics of Learners.** Candidates know and demonstrate respect for their students first as unique human beings. Candidates:
- (A) Understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs;
 - (B) Understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with exceptional learning needs; and
 - (C) Understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.
- (c) **Standard 3: Individual Learning Differences.** Candidates understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Candidates:
- (A) Understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community;
 - (B) Are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options; and
 - (C) Demonstrate that the understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.
- (d) **Standard 4: Instructional Strategies.** Candidates possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Candidates:
- (A) Select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs;
 - (B) Enhance the learning of critical thinking, problem solving, and performance skills of individuals with exceptional learning needs, and increase students' self-awareness, self-management, self-control, self-reliance, and self-esteem; and

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

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

- (F) Understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families;
 - (G) Actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices; and
 - (H) Know their own limits of practice and practice within them.
- (j) **Standard 10: Collaboration.** Candidates routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling.
- Candidates:
- (A) Embrace their special role as advocate for individuals with exceptional learning needs;
 - (B) Promote and advocate the learning and well being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences;
 - (C) Are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs;
 - (D) Are a resource to their colleagues in understanding the laws and policies relevant to Individuals with exceptional learning needs; and
 - (E) Use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

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

Stat. Auth.: ORS 342

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

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

Special Educator Undergraduate Program Description

The Education and Learning major is a joint offering of the College of Arts and Sciences and the College of Education. It is designed to provide students with a deep understanding of the psychological, social, philosophical, and curricular foundations of education. This major builds a strong foundation for careers working with children and in various educational programs, including classroom teaching.

Students wishing to obtain the Oregon Initial Teaching License through their undergraduate programs may do so with the Education and Learning major, as well as completing the Special Education Endorsement (SPED) at the Early Childhood and Elementary Authorization level. Requirements for SPED require an additional 30 credits together with the Education and Learning major requirements. Student teaching is the capstone experience.

Student teaching, along with practicum and course requirements will include opportunities for candidates to student teach at the mild/moderate level or resource or inclusive setting and at the moderate/severe/profound level or self-contained setting.

Special Educator Traditional Program Description

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

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

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

Special Educator Intern Program Description

Candidates who have been selected by a cooperating school district in agreement with the university may fulfill the requirements for student teaching during a paid internship. In this situation, the candidate is also the *teacher of record*. OAR 584-017-1048 spells out the requirements for an internship. Pacific University's agreement with school districts for interns

specifies the district must select an intern mentor who will be available to the intern on a flexible schedule at the equivalent of one full day a week, especially for the first few months of the school year. Additionally, the district may provide other resources to supplement or replace part of the mentor responsibilities. Intern mentors have a significant role and responsibility in assisting the candidate complete the requirements for student teaching while employed as an intern and play a continuing role in a candidate's professional development.

The Intern Mentor is:

- An experienced professional with excellent classroom skills
- The Intern's advocate and primary district support person in the special education program
- A colleague with whom the Intern can share ideas, problems, and concerns
- The mentor for student teaching
- The liaison between the district and Pacific University.

Intern Mentors will:

- Participate in training, as needed
- Meet with the Intern and University Supervisor at least twice each academic semester
- Assist in scoring work samples, if asked
- Conduct 4 formal observations with written report each academic semester (one observation must be of an IEP meeting during one of the semesters)
- Attend scheduled Intern Mentor meetings as determined by Pacific University
- Provide input to the Pacific University on the Intern's progress at the end of each academic semester

During the first few months of school, the Intern Mentor will:

- Inform district/building administrators and staff to refer to the Intern as a teacher (i.e., teacher of record)
- Visit classrooms or make contact with Intern at least weekly for formal or informal observations or to assist Intern with negotiated tasks
- Assist in orientation to case load, Individualized Education Programs (IEPs), and eligibilities
- Provide guidance and assist with preparation for and facilitating Intern team meetings
- Provide guidance in the development of classroom management procedures, individual behavior management plans, and instructional strategies
- Assist with classroom layout, preparation for Back to School night, organizing grade-book and files, scheduling, determining make up of small group instruction, and other logistics as needed
- Assist with developing Intern teaching schedules that utilize all available personnel
- Advise Intern on appropriate classroom safety techniques
- Build morale, provide a 'listening ear,' act as a 'sounding board'
- Help locate resources needed for curriculum and instructional planning, including appropriate utilization of technology in instruction
- Assist with the development and implementation of appropriate techniques for annual, initial, and on-going evaluation
- Assist Intern with conducting standardized assessment
- Assist Intern with coordinating and administering statewide assessment
- Review instructional plans and evaluation procedures during each formal observation visit
- Assist in selection, preparation, and completion of work samples
- Recommend techniques to foster and facilitate communication with parents, related service personnel, general education teachers, and administrators
- Act as a liaison between the Intern and the District

- Communicate regularly with the Program Director/Coordinator or University Supervisor for clarification of program expectations and to report progress/concerns
- Teach a model lesson (if requested by Intern)
- Assist with instructional or positive behavior support planning (if requested)
- Sub for a period or two so Intern can observe other classrooms (if requested)

* Note instructional plans must show relationship to IEP objectives and include instructional strategies appropriate to the student's stage of learning. Formative assessment must be evident.

Special Educator Endorsement Program Description

Candidates who hold a teaching license and wish to add the special education endorsement will complete the requirements for the endorsement during a 12-month program, which focuses on specific skills and knowledge necessary for a special educator. Endorsement candidates will complete a 90 contact hour practicum and work sample as a part of their program. The practicum can be completed while working as a paraeducator with students with disabilities, working as the *teacher of record* in a general education classroom, which serves as an inclusion setting for students on IEPs, working as the *teacher of record* in a special education setting with some kind of transitional and/or emergency license, or as a guest teacher in another special educator's classroom.

Special Educator Authorization Program Description

Candidates who hold a special education endorsement or a general education endorsement at other authorization levels may add an authorization level(s) to their license during the program or after completing their initial license. Candidates will need to complete a 90 contact hour practicum and work sample at the desired authorization level(s). Practicum requirements may be completed at the appropriate authorization level while working as a paraeducator with students with disabilities, working as the *teacher of record* in a general education classroom, which serves as an inclusion setting for students on IEPs, working as the *teacher of record* in a special education setting with some kind of transitional and/or emergency license, or as a guest teacher in another special educator's classroom.

The Practicum Experience

During the supervised practicum experience, the candidate is polishing their skills if he or she already holds a license or is beginning to move from thinking and acting like a student or paraeducator to thinking and acting like a teacher. As such the role of the mentor teacher and candidate should take on the early characteristics of a beginning partnership between mentor teacher and student teacher or the collegial relationship between two more experienced teachers. Mentor teachers who are also supervisors should begin to build a bridge toward a collegial relationship. Many of the concepts set forth in the section regarding the student teaching experience apply at this point.

Pacific University College of Education Student Teaching Definition

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

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

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

1. Nine weeks each at two contiguous authorization levels.
2. Fifteen weeks at one authorization level, preceded by a supervised practicum at another authorization level.
3. Fifteen weeks at one authorization level, preceded by a supervised practicum at the same level.
4. Eighteen weeks at one level.

During the fifteen- to eighteen-week, full-time experiences candidates complete one to two work samples in which they provide evidence that students learn under their care and that they meet the competencies as an effective teacher. Students completing a supervised practicum will also complete a work sample during their experience.

During the fifteen- to 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.

The Student Teaching Experience

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

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

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

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

At the conclusion of student teaching, graduate-level 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 teacher(s). In addition, in order to receive a grade of Pass, the work sample(s) must be complete and signed off as passed by the university supervisor.

At the conclusion of student teaching, undergraduate-level student teachers receive a letter grade. To pass student teaching, the letter grade must be the equivalent of a C or above. The grade, given by the university supervisor, incorporates feedback and recommendations from mentor teacher(s). In addition, in order to receive a passing grade, the work samples must be complete and signed off as passed by the university supervisor.

The Student Teacher Role

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

- Develop competence in six key areas: planning for instruction, classroom and behavior management, implementing plans for instruction, evaluation of student achievement, professionalism, and special education knowledge
- Maintain high standards of professional and personal ethics in working with staff and students, maintaining confidentiality at all times
- Attend all classes and meetings regularly and punctually
- Develop, with the mentor teacher or district administrator, a schedule for assuming classroom responsibilities
- Encourage evaluation of lesson plans and teaching performance by the university supervisor, district administrator, or mentor teacher and through self-assessment
- Learn and adhere to school, district, and state rules and policies pertaining to the school program
- Participate in the total school program (extracurricular activities, in-service programs, and other staff development activities)
- Read and progress toward requirements of TSPC and Pacific University's COE evaluations
- Invite the appropriate person to observe 2-3 times so that person can write a letter of recommendation.

The Mentor Teacher Role

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

Perhaps the most difficult and challenging responsibility of a mentor teacher is allowing the student teacher to develop a personal teaching style, which may differ from that of the mentor teacher's. The mentor teacher will need to encourage the student teacher to be innovative and creative in the classroom. The university expects the student teacher to work within the

curriculum that has been established in a school and to follow all school rules and procedures. At the same time, the student teacher should be given opportunities to try alternative instructional approaches and develop curriculum material in areas that have been approved by the mentor teacher.

Among other responsibilities, mentor teachers will:

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

Criteria for Selection of Mentor Teachers

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

- Preparation in supervising, evaluating, and/or instructing student teachers
- Minimum of 2 years of successful classroom teaching, preferably in the district (and immediately prior to supervision of an student teacher), and at least one year in that particular school
- A current Oregon teaching license with appropriate endorsements for current assignments
- Demonstrated competence as a teacher
- A positive professional attitude and enthusiasm for teaching
- Understanding of effective teaching strategies

- Ability to relate to and communicate with other teachers, administrators, staff, children, and parents
- Skills in evaluating the performance of student teachers and a willingness to constructively share the evaluation with the student teacher and university supervisor
- Ability to adjust to change
- Ability to accept constructive criticism
- Ability to work cooperatively with the student teacher and university supervisor.

The Building Administrator

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

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

The University Supervisor

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

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

Student Teaching Placements

Pacific University prepares special education teachers for two authorization levels: early childhood/elementary and middle/high school (graduate level only). To initiate the placement process candidates on the main campus needing a guest classroom to fulfill the requirements for student teaching will contact the Director of the Special Education Program, Dr. Christine A.

Macfarlane (macfarlane@pacificu.edu). Candidates enrolled through the Eugene campus will contact Dr. Shelley Smolnisky (smolniskys@pacificu.edu), Associate Dean. Candidates employed by a school district during a student teaching or practicum experience will need to obtain the necessary permission to fulfill the requirements of the field-based experience without compromising their current role and responsibilities. All candidates who are not the teacher of record will need a placement in a setting outside their place of work. This will require an unpaid leave of absence.

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 educators and administrators, and the university supervisor.

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

Stage 1: Orientation

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

The student teacher's orientation should include the following:

School

- Introduction of candidate as teacher of record or student teacher
- Obtain picture ID badge
- Information about the school community
- Tour of the building
- Awareness of faculty/student handbooks and policies
- Building hours and calendar for students and staff
- Obtain keys
- Obtain district email address and establish passwords for computerized grading and IEP programs
- Parking facilities
- Appropriate dress
- Rules: bus, cafeteria, fire drill, hall, etc.
- School-wide discipline policies
- School-wide behavior plan
- Duties: bus, cafeteria, hall, etc.
- Introduction to administrators, administrative assistants, custodians, resource personnel, other teachers, and instructional/educational assistants

- Use of school services
- Technology, AV, and office equipment
- Ordering films
- Library/media center
- Health services
- Guidance and counseling
- Student/child Study Team
- Special education
- Setting up IEP and other special education meetings
- Grade level configurations
- Use of building forms: attendance, accident, referral, student records, etc.
- School-related activities (open house, plays, sports, etc.)
- Faculty meetings and functions
- Phone numbers to contact school, mentor teacher, building administrator, and university supervisor, in case of illness
- Procedures for obtaining a substitute, if the teacher of record

Classroom

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

Stage 2: Observation

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

- Class routine
- Scheduling
- Attendance taking procedure
- Lunch routines
- Policies for bathroom, drinks, pencil sharpeners, etc.
- Method of collecting and distributing papers, etc.

- Student routines for moving between general education classrooms and special education
- Follow-up on absences, late assignments
- Classroom rules and discipline policy
- Manner in which mentor teacher interacts with classroom staff and related service personnel
- Manner in which mentor teacher interacts with general educators
- Record keeping, data collection, evaluation criteria, test construction, grading system, reporting method
- Student names (seating charts, class photos, and school annuals can be useful)
- Characteristics of students
- Behavior and work habits (alone/with others)
- Physical development
- Peer relations
- Emotional development
- Means of assessing student, including state-wide assessment
- Observation
- Initial assessment(s)
- Formative evaluation(s)
- Samples of students' work
- School records and test scores
- Conferences with mentor teacher, counselors, and parents
- Planning/preparation periods
- Case management
- Variety of methods of instruction
- Use of materials and equipment

Stage 3: Planning for Teaching

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

Stage 4: Participation as a Team Member

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

- Take roll
- Prepare bulletin boards, charts
- Perform housekeeping duties
- Monitor students' group and independent practice of skills
- Help a student or small group

- Assist students with make-up work
- Give directions for an activity
- Grade papers
- Assist with extra duties, e.g., hall, cafeteria, bus, etc.
- Design a format for consistent mentor feedback

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

Stage 5: Assuming Teaching Responsibilities

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

In many cases, the student teacher may begin teaching a lesson from the mentor teacher's plans. Often, it is advantageous to first observe the mentor teacher, adapt the plans, and follow his/her model during a subsequent class period. Later, of course, the student teacher should create his/her own plans.

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

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

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

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

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

Stage 6: Full-Time Solo Teaching

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

Supervision and Mentoring

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

- Early in the semester the mentor teacher or building administrator, student teacher, and university supervisor confer to discuss university requirements, responsibilities of each person, guidelines for planning and implementing lessons, and the process of observing and evaluating each student teacher.
- The student teacher and the university supervisor meet to discuss the supervision cycle and clarify the role of the university supervisor during the observations and the role of the mentor teacher during mentor observations. In some situations the building administrator will be school representative to this discussion.

The Professional Supervision Cycle:

Planning

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

Preconference

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

Observation

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

Debrief

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

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

Reflection

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

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

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

Evaluation of Student Teachers

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

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

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

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

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

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

Oregon Laws and Student Teachers

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

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

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

Vacations

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

Seminars

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

Liability

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

Procedures for Dealing with Deficiencies in Student Teacher Performance, Removal and/or Termination from a Student Teacher from Placement

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

1. Notify the Program Director and set up a meeting to include the Program Director, mentor 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 Midplacement Progress Report.
3. At that meeting the following should occur:
 - a. Student is apprised of the specific deficiencies in performance relative to the competencies required of teachers.
 - 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 – will be communicated by the Program Coordinator in written format to the student teacher. Copies will be sent to the Dean of the College of Education, building principal, 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, Program Coordinator, Dean of College of Education, building principal and file.
5. If the university supervisor and mentor teacher consider the progress insufficient to continue student teaching, the Program Coordinator will meet with the student teacher, university supervisor, mentor teacher, and building principal.
 - a. University supervisor should bring observation reports and an updated Midplacement Progress Report.
 - b. Student will be notified at meeting that student teaching will not continue.
 - c. Student will subsequently be notified in writing that student teaching is terminated. Copies will be sent to the Dean of the College of Education, building principal, university supervisor, mentor teacher and file.
 - d. The Program Coordinator and university supervisor will make a recommendation to the Dean of the College of Education concerning a second placement, remedial process, or termination from program.
6. If a second placement is deemed appropriate:
 - a. 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, principal and teacher at the second placement site will be made aware that it is a second placement
 - c. If the placement continues into the following semester, the student will not be charged again for student teaching.
 - d. If appropriate and with the agreement of student teacher, a new university supervisor will be assigned.
 - e. The TSPC requirement for 15 weeks of student teaching may be, but not necessarily will be, met by combining successful experience in the first and second placements.
 - f. The 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 Program Coordinator, 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 is terminated. Copies will go to the Dean of the College of Education, university supervisor, mentor teacher, building principal and file.
 - b. Student will receive a NP for student teaching
 - c. The student may request a program transfer to the MAE program, and with the appropriate and required number of hours may be granted a Master of Arts in Education, a non-licensure degree.
 - d. Registrar, Business Office and Financial Aid are notified.

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

Procedures for Differing Evaluation and Appeals

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

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

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

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

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

Work Sample Requirements for Special Education

Oregon Administrative Rule 584-017-0185

Evidence of Effectiveness

(1) The unit assures that candidates provide evidence of effectiveness to foster student learning.

(2) Each student teacher preparing for an Initial I Teaching License assembles and analyzes two work samples to document the candidate's ability to demonstrate knowledge, skills and competencies as designated in OAR 584-017-0100. If a candidate is seeking more than one authorization level, the two work samples may be completed at either authorization level. Work samples include:

(a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are

described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered;

(b) Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;

(c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (a);

(d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction;

(e) Interpretation and explanation of the learning gains, or lack thereof; and

(f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.

(g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.

(3) Each candidate preparing for a Continuing Teaching License assembles a collection of evidence that documents the candidate's advanced knowledge, skills and competencies as designated in OAR 584-017-0160. The collection of evidence includes:

(a) Long term goals of study based on content goals and district standards that determine the knowledge and skills each student needs;

(b) Instructional plans that incorporate knowledge of subject matter, the developmental levels of the students and research-based educational practices that are sensitive to individual differences and diverse cultures;

(c) Evidence of the ability to establish a classroom climate that is conducive to learning for all students;

(d) Data on student progress toward attainment of long term goals, refinement of plans for instruction and establishment of alternative goals for students when necessary;

(e) Evidence of collaboration with parents, colleagues and community members to provide assistance to students and their families to promote learning;

(f) Evidence of the use of emerging research on teaching, learning and school improvement; and

(g) Evidence of participation in designing, evaluating and improving opportunities for teaching.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 7-2004, f. & cert. ef. 8-25-04; TSPC 8-2005, f. & cert. ef. 10-21-05; TSPC 1-2008(Temp), f. & cert. ef. 2-15-08 thru 8-13-08; TSPC 5-2008, f. & cert. ef. 6-13-08

Pacific University's Work Sample Requirements for Special Education

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

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

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

For candidates enrolled in graduate programs, the first work sample is due **toward the end of fall semester**. Candidates in the Endorsement Program will complete their work sample at this time, unless registered for a spring semester practicum. Instruction for the work sample must be completed prior to winter break. Hand the completed work sample in to your university supervisor or bring it to Pacific University on the given due date. You will receive your work sample back with feedback before January. The second work sample is due in **May**. Your work sample may be chosen for inclusion in the program's archive of exemplary work samples. Please be prepared to share the results of one your work samples in a professional 15-minute presentation during one of the May SPED 576 seminars.

For candidates enrolled in the undergraduate program, due dates for each work sample will be negotiated with the university supervisor. Your work sample may be chosen for inclusion in the program's archive of exemplary work samples

Criteria for passing

For graduate candidates, a final **Pass** must be achieved on your work sample. All components/sections of the work sample must be completed (with revisions, if needed) and passed at a satisfactory level. The work sample is part of your student teaching grade. As such the work sample must be completed in a timely manner. Failure to adhere to deadlines may result in a No Pass for SPED 575. If you receive an Incomplete or a No Pass, you will not be allowed to continue in your student teaching/intern placement.

For undergraduate candidates, a final **Pass** must be achieved on your work sample. All components/sections of the work sample must be completed (with revisions, if needed) and passed at a satisfactory level. The work sample is part of your student teaching grade. As such the work sample must be completed in a timely manner. .

Writing a Letter of Recommendation for Your Student Teacher

Mentor teachers are asked to write a letter of recommendation for their student teachers. Below is a list of possible topics you might include. It is easiest to write about those areas that are most developed for your student teacher. Describing specific situations or learning activities may also help elucidate student strengths. Try to provide information about the level of student teacher performance.

Ideas to consider:

- Planning for instruction
- Instructional strategies
- Engaging students in learning activities
- Assessing instruction
- Classroom management
 - Community of learners (classroom climate)
 - Meeting the needs of a range of learning styles and intelligences
 - How students relate to student teacher
- Cultural Competency
- Pedagogical content knowledge for subject area
- Use of tools of technology; resources used with students and in planning
- Collaboration with fellow teachers, instructional assistants, related services, and parents (contribution to the whole school community)
 - Individualized education plans
 - Participates or facilitates meetings
- Ethical and professional behaviors
- Reflective practice
- Projected success for first years of teaching



**SPED 550: Special Education Practicum
Practicum Checklist & Evaluation**

Thank you for assisting _____ in completing the requirements for a special education practicum as part of their program of studies.

Please take a few moments to assess the candidate's skills in the special education classroom. You may write a letter of recommendation in addition to or in lieu of completing this form.

School/District: _____

Classroom/subject: _____ Grade level: _____

Hours spent in Special Education classroom setting: _____

	Needs Improvement					Satisfactory					Outstanding					No Opportunity to judge
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Communication, Oral																
Communication: Written																
Cooperation																
Enthusiasm																
Initiative																
Rapport with students																
Instructional skill with students																
Behavior management with students																
Acceptance of responsibilities																
Willingness to accept suggestions																
Over-all performance																

Areas of strength:

Areas to be strengthened:

Comments and suggestions:

Name: _____ Date: _____
(Please print)

Signature: _____ Title: _____

Please return this form when completed to:

For Forest Grove campus:
SPED Program
2043 College Way College of Education, A #130
Forest Grove, OR 97116

For Eugene campus:
SPED Program
Pacific University: 40 E. Broadway, Suite 250
Eugene, OR 97401



**PACIFIC UNIVERSITY COLLEGE OF EDUCATION
AP PRACTICUM EVALUATION (Authorization/Subject Area Endorsements)**

Practicum Student (Candidate) _____ Semester/Year _____

Mentor Teacher _____ Subject Area _____

School _____ District _____

Directions: This evaluation form will provide summary feedback to the practicum teacher and Pacific University. The following standards, set by Teacher Standards and Practices Commission (TSPC), InTASC, and Pacific University College of Education faculty members, require practicum students to demonstrate the knowledge, skills, and competencies necessary for good teaching and learning when adding an additional endorsement and/or authorization.

Authorizations/Endorsement(s): _____

Circle the level of proficiency demonstrated by the practicum teacher at the conclusion of the practicum experience for each of the competencies listed below. Practicum students should be able to demonstrate proficiency at a level 3 or 4 in each Standard in order for Pacific University to recommend them for the endorsement and/or authorization. Please indicate whether or not the practicum student has 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 candidate to be recommended for an endorsement.**

Rating scale for all Standards:

0	1 – 2	3 - 4	5 - 6
Is not yet able to demonstrate the knowledge, skills, and competencies needed to meet the needs of many learners. (Has not met the standards.)	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.)	Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards.)	Knows and demonstrates well the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Exceeds the standards.)

STANDARD 1: LEARNER DEVELOPMENT The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally and culturally appropriate and challenging learning experiences.	University Supervisor	Not able to observe	Mentor Teacher	Not able to observe
b. The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance his/her learning.	1 2 3 4 5 6		1 2 3 4 5 6	
g. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	1 2 3 4 5 6		1 2 3 4 5 6	
j. The teacher takes responsibility for promoting learners’ growth and development.	1 2 3 4 5 6		1 2 3 4 5 6	
Composite Score for Standard One:	1 2 3 4 5 6 Met Not Met		1 2 3 4 5 6 Met Not Met	

STANDARD 2: LEARNING DIFFERENCES The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	University Supervisor	Not able to observe	Mentor Teacher	Not able to observe
a. The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	1 2 3 4 5 6		1 2 3 4 5 6	
h. The teacher understands the exceptional needs some students have, including those associated with disabilities and giftedness, and knows how to incorporate instructional strategies and resources to support language acquisition.	1 2 3 4 5 6		1 2 3 4 5 6	
n. The teacher allows learners to feel valued and helps them learn to value each other.	1 2 3 4 5 6		1 2 3 4 5 6	
Composite Score for Standard Two:	1 2 3 4 5 6 Met Not Met		1 2 3 4 5 6 Met Not Met	

0	1 – 2	3 - 4	5 - 6
Is not yet able to demonstrate the knowledge, skills, and competencies needed to meet the needs of many learners. (Has not met the standards.)	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.)	Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards.)	Knows and demonstrates well the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Exceeds the standards.)

STANDARD 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 these aspects of the discipline accessible and meaningful for learners to support mastery of the content.	University Supervisor	Not able to observe	Mentor Teacher	Not able to observe
b. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, questions, and analyze ideas from diverse perspectives that can facilitate mastery of the content.	1 2 3 4 5 6		1 2 3 4 5 6	
j. The teacher understands the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	1 2 3 4 5 6		1 2 3 4 5 6	
q. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	1 2 3 4 5 6		1 2 3 4 5 6	
Composite Score for Standard Four:	1 2 3 4 5 6 Met Not Met		1 2 3 4 5 6 Met Not Met	

STANDARD 6: ASSESSMENT The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.	University Supervisor	Not able to observe	Mentor Teacher	Not able to observe
d. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	1 2 3 4 5 6		1 2 3 4 5 6	
e. The teacher engages learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.	1 2 3 4 5 6		1 2 3 4 5 6	
r. The teacher takes responsibility for aligning instruction and assessment with learning goals.	1 2 3 4 5 6		1 2 3 4 5 6	
Composite Score for Standard Six:	1 2 3 4 5 6 Met Not Met		1 2 3 4 5 6 Met Not Met	

0	1 – 2	3 - 4	5 - 6
Is not yet able to demonstrate the knowledge, skills, and competencies needed to meet the needs of many learners. (Has not met the standards.)	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.)	Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards.)	Knows and demonstrates well the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Exceeds the standards.)

STANDARD 8: INSTRUCTIONAL STRATEGIES The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content area and their connections, and to build skills to apply knowledge in meaningful ways.	University Supervisor	Not able to observe	Mentor Teacher	Not able to observe
a. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	1 2 3 4 5 6		1 2 3 4 5 6	
d. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	1 2 3 4 5 6		1 2 3 4 5 6	
p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	1 2 3 4 5 6		1 2 3 4 5 6	
Composite Score for Standard Eight:	1 2 3 4 5 6 Met Not Met		1 2 3 4 5 6 Met Not Met	

Comments: _____

We have conferred in the summary of the candidate’s classroom performance. Our signatures below attest to our professional judgment regarding the practicum 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 *Practicum Teacher, Mentor Teacher, and Candidate’s File*

Revised January 2012

PACIFIC UNIVERSITY COLLEGE OF EDUCATION MIDPLACEMENT STUDENT TEACHING PROGRESS REPORT

Student Teacher (Candidate) _____ Semester/Year _____

Mentor Teacher _____ Subject/Grade _____

School _____ District _____

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

Early Childhood _____ Elementary _____ Middle Level _____ High School _____

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

Rating Scale for Standards One through Five:

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

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

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

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

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

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

Rating Scale for Standard Six: PROFESSIONAL BEHAVIOR

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

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

Goals for remainder of student teaching:

Name of Evaluator

Signature of Evaluator

Date

Please return completed form to University Supervisor

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

Revised 8/07

PACIFIC UNIVERSITY COLLEGE OF EDUCATION
STUDENT TEACHER SUMMARY EVALUATION

Student Teacher (Candidate) _____ Semester/Year _____

Mentor Teacher _____ Subject/Grade _____

School _____ District _____

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

Early Childhood _____ Elementary _____ Middle Level _____ High School _____

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

Rating Scale for Standards One through Five:

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

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

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

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

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

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

Rating Scale for Standard Six: PROFESSIONAL BEHAVIOR

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

Comments: _____

We have conferred in the summary of the candidate's classroom performance and 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

Hours Log for Field Experience

Course: EDUC 397 SPED 550 SPED 578

Hours required: _____

Candidate Name: _____ Semester: Fall

Cooperating Teacher: _____ Year: 2013

School: _____ District: _____

Date	Classroom Time:		Daily Total Classroom / Practicum Hours	Cooperating Teacher Sign/initials	Notes:
	Begin	End			
TOTAL HOURS:					

For clock-hour field-based experiences only. 1-2-3 credits (45/90/135 clock hours)