Oregon State University
College of Education

Teaching K-12

Student Handbook

September 2013

Note: This handbook is under continuous revision as program refinements are made by faculty. It is important to keep in touch with your Content Mastery Liaison on program changes that might affect you.
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College of Education

Education Double Degree

Oregon State University

College of Education

Education Double Degree

Oregon State University

College of Education

Vision

The College of Education is an international leader in innovative research and the preparation of scholars and lifelong learning leaders in two signature areas critical to an increasingly complex and global society: science, technology, engineering, and mathematics (STEM) and cultural and linguistic diversity. Through our research and professional preparation, we contribute to the development of a literate citizenry prepared to be engaged, reflective, creative, and caring members of their communities, as well as the world.

Mission

The College of Education develops multi-culturally competent researchers, scholars, learning leaders and practitioners who make a difference by promoting innovation, social justice, and lifelong learning with a focus on STEM and cultural and linguistic diversity. Our research and professional preparation fosters scholarship, intellectual stimulation, openness, flexibility, and a sense of community.

Values and Beliefs

• We believe that the discovery, dissemination, and application of knowledge in STEM disciplines must be situated in a context of social justice that acknowledges and embraces cultural and linguistic diversity.

• We value a collaborative, interdisciplinary approach to research and to teaching learners of all ages and cultural and ethnic backgrounds.

• Our programs are informed by research and our research is informed by our practice as educators.

Goals

• Conduct research that fosters a deeper understanding of STEM learning across the lifespan.

• Conduct research that furthers our understanding of the impact of cultural and linguistic diversity in a global society.

• Work with the Cascades Campus and in partnership with colleagues across the campus including those in OSU’s proposed Center for Research in Lifelong STEM Learning and
Center for Teaching and Learning to infuse our research and academic programs with interdisciplinary and multicultural approaches to learning.

- Work collaboratively with colleagues across Oregon and the nation in school districts, community colleges, free-choice learning institutions, community-based organizations, and other national centers such as the Center for the Advancement of Informal Science Education (CAISE) based in Washington, DC.
- Expand our capacity to meet the needs of learners of all ages who are from culturally and linguistically diverse backgrounds.

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Program Standards & Objectives

Through classwork and course assignments, Work Samples, and Student Teaching Internships, Double Degree Students (Student Teachers) will demonstrate proficiency and understanding in the following areas:

**Learner Development**

The Student Teacher will demonstrate understanding of how learners grow and develop and recognition that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical area by designing and implementing developmentally appropriate and challenging learning experiences.

**Learning Differences**

The Student Teacher will use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Learning Environments**

The Student Teacher will work with others to create environments in their classrooms that support individual and collaborative learning, and that encourage positive social interaction, active engagement and self-motivation in their learners.

**Content Knowledge**

The Student Teacher will demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches by creating learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Application of Content**

The Student Teacher will connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Assessment**
The Student Teacher will use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide both teacher and learner decision-making.

**Planning for Instruction**

The Student Teacher will plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and community context.

**Instructional Strategies**

The Student Teacher will employ 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.

**Professional Learning and Ethical Practice**

The Student Teacher will practice ongoing reflection and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, other professionals, the university, and the community), and will adapt his/her practice/choices to meet the needs of each. The Student Teacher will avail professional resources and/or professional development beyond university coursework.

**Leadership and Collaboration**

The Student Teacher will seek 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.
Classroom K-12 Emphasis

*A 3.0 GPA is required at point of admission and must be maintained through graduation.

The sequence of these classes will change in 2014-15. If you are planning to student teach in 2015-16 be sure to check with the Double Degree Advisor before planning your coursework.

Authorization level:

<table>
<thead>
<tr>
<th>Early Childhood 3 yrs- 4th grade</th>
<th>Middle Level 5th- 9th grade</th>
<th>High School 9th.- 12th grade</th>
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<tr>
<td>☐ Elementary 3rd.- 8th grade (in S-C setting)</td>
<td>☐ Endorsement: See Below</td>
<td>☐ Endorsement: See Below</td>
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</table>

- TCE 216 Purpose, Structure, & Function of Education in a Democracy (3)
- TCE 219 Multicultural Issues in Education (3)
- TCE 253 Learning Across the Lifespan (3)*

Apply for Level II: Provisional Admission

- TCE 340 Supportive Differentiated Environments (3)^
- TCE 458 Strategies for Teaching Wellness & Fine Arts (2)
- TCE 412 Learning Styles and Needs of Adolescence (2)
- TCE 412 Learning Styles and Needs of Adolescence (2)
- SED 459 Science, Technology, & the Nature of Inquiry (3)
- TCE 493 Reading, Literacy, & Language Development in Content Areas (2)
- TCE 493 Reading, Literacy, & Language Development in Content Areas (2)
- TCE 457 Mathematics Strategies K-8 (3)
- TCE 491 Content Standards & Curriculum Development for Mid Level (3)
- TCE 494 Content Standards and Curriculum Development for High School (3)
- TCE 456 Strategies for Teaching Language Arts & Social Studies (2)
- **TCE 425 or SED 473/4 or LING 499 Curriculum Implementation & Instructional Strategies (4)

Take fall term of Student Teaching year

- TCE 483 Developmental Reading (3)
- TCE 427 Alternative Assessments (2)
- TCE 427 Alternative Assessments (2)
- TCE 410 Part-Time Student Teaching (2-5)
- Must be taken together during the Fall or Winter term prior to full-time student teaching.
- TCE 407 Student Teaching Seminar (1)
- TCE 410 Full Time Student Teaching (10)
- Must be taken together during the Winter or Spring term following part-time student teaching. These classes represent a fulltime load and other classes may NOT be taken with them.
- TCE 424 Teacher as a Reflective Practitioner (2)

Apply for Level III: Professional Admission

- **TCE 425 or SED 473/4 or LING 499 Curriculum Implementation & Instructional Strategies (4)

Take fall term of Student Teaching year

- LING 499 for foreign language based endorsements

*If you have taken HDFS 311, 313, 314 and have a 3.0 GPA or higher, you do not need to take TCE 253.

** SED 473 for science or SED for 474 math based endorsements or LING 499 for foreign language based endorsements.

SED 413 is a pre-requisite for SED 473. SED 414 is a pre-requisite for SED 474.

^ Writing Intensive Course

ENDORSEMENT AREAS:

- Biology
- Chemistry
- Family and Consumer Sciences
- French
- German
- Health
- Integrated Science
- Language Arts
- Mathematics, Basic & Advanced
- Physics
- Social Studies
- Spanish
Overview of Program and Recommended Sequence of Courses

Students should meet with an Education Advisor and declare Pre-Education (code: 232) as the second major.

**Initial Core Courses:**
TCE 219, TCE 216, TCE 253*

Once students have completed these three courses with a 3.0 GPA or higher and have met the additional requirements for provisional acceptance into the program, they may apply to the program and, once accepted, begin taking their other course work.

* If you have taken HDFS 311, 313, and 314 and have a 3.0 or higher, you do not need to take TCE 253.

**Provisional Acceptance**
TCE 340 prior to their methods course work. It is a 3 credit Writing Intensive Course (WIC). This class has an elementary/early childhood section and a secondary section.

**Early Childhood and Elementary Authorizations**
- TCE 457, SED 459, TCE 458
- Take together! TCE 456, TCE 483, TCE 410 Part-time Student Teaching, and TCE 407 Student Teaching Seminar. Teach first work sample in reading-literacy.

**Middle Level Authorization**
- TCE 412, TCE 493, TCE 491, TCE 425 (SED 473/474 for science & math endorsements or LING 499 for foreign language endorsements)
- Take together! TCE 427, TCE 410 Part-time Student Teaching, TCE 407 Student Teaching Seminar. Teach first work sample.

**High School Authorization**
- TCE 412, TCE 493, TCE 494, TCE 427, TCE 425 (SED 474/475 for science & math based endorsements or LING 499 for foreign language endorsements)
- Take together! TCE 427, TCE 410 Part-time Student Teaching, TCE 407 Student Teaching Seminar. Teach first work sample.

**Professional Level**
Once students have completed their methods course work, met the additional requirements for professional acceptance into the program, and been approved by the Professional Admissions Committee, they may complete their full-time student teaching experience, teach their second work sample, and complete their capstone project. All students take the following course work: TCE 410 (10 credits) Student Teaching and TCE 424.
**Work Sample**
Each student teacher preparing for an Initial Teaching License assembles and analyzes two work samples to document the candidate’s ability to demonstrate knowledge, skills and competencies as designated in TSPC’s OAR 584-017-0100. Methods course work is designed to provide instruction and support on the work sample. 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.

**Capstone**
Each candidate in the Double Degree: Teaching K-12 Program is required to submit a capstone portfolio as a culminating document for graduation and recommendation for the Initial Teaching License. Support for the Capstone happens in TCE 424.

The Double Degree capstone serves as a demonstration that the candidate has met the degree and licensure program standards. The capstone project serves as a model for the form of professional development that will become a part of the candidate’s professional life and assists the candidate in preparing for the next steps beyond the undergraduate degree and initial teaching license.

The capstone provides the candidate with a tool for synthesizing and reflecting on learning during the Education Double Degree experience, and serves as a means to evaluate the candidate. Information on the Capstone Portfolio is included in this Handbook.

**Graduation Information**
The application for graduation must be filed and submitted to the Registrar **three terms prior** to expected graduation. Graduation Registration information can be found in Student Online Services on the Oregon State University website.
Oregon State University  
College of Education  
Education Double Degree  
Teaching K-12  

Description of Field Experiences

Teacher Standards and Practices Commission (TSPC) [http://www.tspc.state.or.us](http://www.tspc.state.or.us) requires 15 weeks of student teaching. Nine of these weeks must be full-time in schools. The other six weeks may be full-time or the equivalent in part-time experiences. In addition, students are highly recommended to take TCE 409: “September Experience.”

The Education Double Degree has divided the student teaching requirement into a part-time and full-time experience.

**Part-Time Student Teaching: TCE 410 (2 credits)**  
**Seminar: TCE 407 (1 credit)**

Co-requisites are required for this experience. Please see the specific program requirements for your authorization level.

Students are required to complete a minimum of 160 hours in part-time experiences over the course of the term. How this minimum is met is detailed by the authorization faculty on the syllabi for TCE407 and TCE410. Students should keep a log of their time in schools.

During this time, students are required to complete their first work sample as well as all other part-time student teaching benchmarks. The student teaching seminar (TCE 407) and methods’ course work will help prepare the student to complete this licensure requirement. Students should stay in close contact with their Content Mastery Liaison while teaching their work sample.

During their part-time student teaching, students will be assigned a university supervisor. They will be formally observed three times during their part-time field experience by both the university supervisor and by the cooperating teacher (a total of six observations). Formal lesson plans are a requirement for these observations and should be submitted 24 hours in advance of the lesson being taught. All paper work from observations and evaluations must be turned in to the College of Education Placement Officer once completed. At least two observations from the cooperating teacher and two from the university supervisor must be completed by the end of the 8th week of the term. It is the student’s responsibility to ensure that all supervisor’s and cooperating teacher’s paper work is turned in to the Placement Office.

By the end of the 8th week of the term, the student must show reasonable progress toward successful completion all requirements on the Professional Level Application Form to be considered for full-time student teaching. Toward the end of part-time Student Teaching (week 8-10) the **Student Teacher, the Supervisor and the Cooperating Teacher need to meet together to complete a Three-Way Evaluation**. Students should not automatically assume they will be able to complete their full-time student teaching. Their Professional Level Application Form will be reviewed by a committee, who will determine the Student Teacher’s acceptance to
the Professional Level and advancement to full-time student teaching.

**Full-Time Student Teaching: TCE 410 (10 credits)**

**Co-requisite: TCE 424 (2 credits)**

*No other courses beyond these 12 credits should be taken during this term*

Students are required to complete 11 weeks of full-time student teaching. For the entire time, they must be present at the school during the hours of the cooperating teacher. This is typically 8:00 a.m. – 4:00 p.m. During the 11 weeks, they must teach at least six weeks at a minimum 2 ½ hours per day. Three additional weeks must be full-time (all day) teaching. During this time, students will complete their second work sample as well as all other full-time student teaching benchmarks. It is recommended that students at the high-school level teach at least three courses with two preparations. Students will also complete the work on their capstone project with the support of the course work in TCE 424.

During this time, students will be formally observed three to four times by both their university supervisor and cooperating teacher (students must have a total of six formal observations from their university supervisor AND six from their cooperating teacher at the end of student teaching to be eligible for licensure). Formal lesson plans are again required for these observations. A second Three-Way Evaluation happens again at the end of the term, and the cooperating teacher and university supervisor will also complete the TSPC Summative Evaluation Report. Once completed, all paper work from the observations and evaluations must be turned in to the College of Education Placement Office the end of the term for licensure. *It is the student’s responsibility in conjunction with the University Supervisor and the TCE 424 Instructor to ensure that all supervisor’s and cooperating teacher’s paper work is turned in.*

**Guidelines for Cooperating Teachers of Part-Time Student Teachers**
Licensure Requirements:

- The student teacher needs a **minimum of 160-hours of field experience during part-time student teaching.** (The student teacher will maintain a log detailing dates-hours-subjects-meetings-activities.)
- The student teacher will teach one class or subject for most of the term.
- Schedule with student teacher a minimum of **three formal observations.** A formal lesson plan is required for formal observations. **Two of these observations must be completed by the end of the 8th week of the term.** (The student teacher is responsible for submitting the original copy of all formal observation sheets as part of their application for professional-level status.)
- The university supervisor will also complete three formal observations.
- Participate in a three-way evaluation conference with the university supervisor and the student teacher by the end of the 8th week of the term. (This is part of their application for Professional Level status.)
- A **work sample** consisting of ten to twelve related lessons. The **Documentation Sheet** needs to be signed by the cooperating teacher and the university supervisor as well as the work sample advisor and the student teacher.

**** Contact the university supervisor and/or the Double Degree Program Coordinator if you have any reservations or concerns regarding the student teacher’s performance.

Supporting Your Student Teacher:

- Discuss the Licensure Requirements and how they will be met.
- Provide opportunities for student teacher to immediately engage in the regular classroom routines.
- Create a timeline for the teaching of the work sample lessons.
- Informally observe student teacher and provide oral or written feedback.
- Monitor student teacher’s lesson plans for first work sample. Work sample lessons should total a minimum of 8 to 10 hours of instruction.
- Demonstrate a variety of classroom management, instructional and assessment strategies and discuss the effectiveness of various approaches with student teacher.
- Assist student teacher in critiquing the appropriateness and effectiveness of strategies implemented by student teacher.
✓ Conduct a follow-up conference with student teacher after each formal observation. Encourage the student teacher to discuss their perceived strengths and weaknesses first. Then provide the student teacher with your constructive feedback. Identify areas student teacher can focus on as short-term goals.

✓ Establish mutually agreeable times for planning with student teacher on a regular basis – at least once-week.

✓ Discuss your assessment plans and, as appropriate, provide access to student assessment data and records.

✓ Talk with student teacher about the special needs students in your classroom. Encourage student teacher to review student files and attend IEP meetings if appropriate.

✓ If possible, invite student teacher to observe and participate in parent-teacher conferences.

✓ Notify student teacher of staff-meeting schedule.

✓ Encourage student teacher to establish cooperative relationships with all school employees.
Guidelines for Cooperating Teachers of

*Full-Time* Student Teachers

Oregon State University
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Teaching K-12

TCE 410, 10 Credits, 440 Hours Minimum

Licensure Requirements:

- Assume a minimum of 11 weeks of student teaching. At least six weeks must be at a minimum of 2.5 hours per day of teaching. Three weeks must be full-time (all day, with either 2 or 3 lesson preparations) teaching. (The student teacher will maintain a log detailing dates/hours/subjects/meetings.)
- Have a minimum of three formal observations from the cooperating teacher and three formal observations from the university supervisor. A formal lesson plan is required for formal observations and should be given to the observer at least 24 hours before the observation.****
- A three-way conference to complete the Three-Way Evaluation Form with the student teacher, the university supervisor and the cooperating teacher by the end of the 11th week of the term. At this conference the cooperating teacher and the university supervisor will also fill out and sign the TSPC Summary.
- A work sample consisting of ten to twelve related lessons. The Documentation Sheet needs to be signed by the cooperating teacher and the university supervisor as well as the work sample advisor and the student teacher.

**** Contact the university supervisor and-or faculty advisor if you have any reservations or concerns regarding the student teacher’s performance.

Supporting Your Full-Time Student Teacher:

- Discuss the Licensure Requirements and how they will be met.
- Establish mutually agreeable times for planning with student teacher on a regular basis.
- Informally observe student teacher and provide oral or written feedback.
- Monitor student teacher’s planning and their lesson strategies and activities.
- Demonstrate a variety of classroom management, instructional, and assessment strategies and discuss the effectiveness of various approaches with student teacher.
- Assist student teacher in critiquing the appropriateness and effectiveness of strategies implemented by student teacher.
✓ Conduct a follow-up conference with student teacher after each formal observation. Encourage the student teacher to discuss their perceived strengths and weaknesses first. Then provide the student teacher with your constructive feedback. Identify areas student teacher can focus on as short-term goals. [Communicate with the university supervisor about any ongoing concerns in the student teacher’s performance or dispositions].

✓ Discuss your assessment plans and, as appropriate, provide access to student assessment data and records. Invite the student teacher to be part of parent conferences, IEP or special needs meetings, behavior plans.

✓ Talk with student teacher about the special needs students in your classroom. Discuss differentiation in instructions that allows all students success in learning.

✓ Expect the student teacher to attend staff-meetings and in-service sessions.

✓ Encourage student teacher to establish cooperative relationships with all school employees.

✓ Introduce the student teacher to a teacher’s professional responsibilities beyond the classroom expectations (e.g. planning and curriculum teams, school and district committee work, school-wide duties like playground or hall monitoring, community involvement, professional organizations).
THREE-WAY EVALUATION CHECKLIST

Scale:
0 = Lacking
1 = Partially evident or needs work
2 = Proficient
3 = Exemplary

1. In PLANNING FOR INSTRUCTION, the student teacher plans instruction that supports student progress in learning and is appropriate for the developmental level:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>#1</th>
<th>#2</th>
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</table>

a. Selects or writes 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 students.

b. Determines the current performance level of one’s students with respect to the learning goals established for a unit of instruction.

c. Establishes 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.

d. Determines content, skills, and processes that will assist students in accomplishing desired unit outcomes and designs learning activities that lead to their mastery.

e. Selects and organizes materials, equipment, and technologies needed to teach a unit of instruction.

f. Adapts unit and lesson plans for exceptional learners and for students with varying cultural, social, and linguistic backgrounds.

g. Estimates the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation-reporting, and re-teaching-problem solving.
2. In ESTABLISHING A CLASSROOM CLIMATE CONDUCIVE TO LEARNING, the student teacher:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>#1</th>
<th>#2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td>Affirms the dignity and worth of all students and provides the positive support students need to be effective learners.</td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td>Communicates classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities.</td>
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<tr>
<td>c.</td>
<td></td>
<td>When establishing classroom rules and procedures, applies to all students principles of gender equity and racial justice and applies principles of least restrictive environment for students with disabilities.</td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td>When establishing and maintaining classroom rules and procedures, models appropriate social behavior and provides meaningful reinforcement when it occurs.</td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td>When establishing and maintaining classroom rules and procedures, takes into account the influence of the physical, social, and emotional climates of students’ homes and the community on motivation and behavior.</td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td>Monitors student conduct and takes appropriate action when misbehavior occurs.</td>
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<tr>
<td>g.</td>
<td></td>
<td>Interacts thoughtfully and courteously with students and their parents and resolves conflicts in a professional manner, respecting the cultural context of the community.</td>
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<tr>
<td>h.</td>
<td></td>
<td>Uses classroom time effectively to provide maximum time for learning.</td>
</tr>
<tr>
<td>i.</td>
<td></td>
<td>Manages instructional transitions decisively and without loss of instructional time.</td>
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<tr>
<td>j.</td>
<td></td>
<td>Arranges and sets up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons.</td>
</tr>
<tr>
<td>k.</td>
<td></td>
<td>Coordinates the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.</td>
</tr>
</tbody>
</table>
3. **In ENGAGING STUDENTS IN PLANNED LEARNING ACTIVITIES, the student teacher:**

<table>
<thead>
<tr>
<th>Evaluation #1</th>
<th>Evaluation #2</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>a.</td>
<td>Chooses organizational structures appropriate for the objectives of instruction.</td>
</tr>
<tr>
<td>b.</td>
<td>Communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished.</td>
</tr>
<tr>
<td>c.</td>
<td>Implements instructional plans that employ knowledge of subject matter and basic skills.</td>
</tr>
<tr>
<td>d.</td>
<td>Uses a variety of research-based educational practices that reflect how students learn, is sensitive to individual differences and diverse cultures, and encourages parent participation.</td>
</tr>
<tr>
<td>e.</td>
<td>Emphasizes instructional techniques that promote critical thinking and problem solving and that encourage divergent as well as convergent thinking.</td>
</tr>
<tr>
<td>f.</td>
<td>Monitors the engagement and progress of students in learning activities to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.</td>
</tr>
</tbody>
</table>

4. **In EVALUATING STUDENT PROGRESS, the student teacher:**

<table>
<thead>
<tr>
<th>Evaluation #1</th>
<th>Evaluation #2</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Selects and-or develops tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures that are valid and reliable to determine the progress of all students including those from diverse cultural or ethnic backgrounds.</td>
</tr>
<tr>
<td>b.</td>
<td>Documents student progress in accomplishing State content standards and district standards, prepares data summaries that show this progress to others, and informs students, supervisors, and parents about progress in learning.</td>
</tr>
<tr>
<td>c.</td>
<td>Refines plans for instruction, establishes alternative goals or environments, or makes referrals when appropriate.</td>
</tr>
<tr>
<td>d.</td>
<td>Collaborates with parents, colleagues, and members of the community to provide internal assistance to students and their families, if needed, to promote student learning.</td>
</tr>
<tr>
<td>e.</td>
<td>Assembles, reflects upon, interprets, and communicates evidence of one’s own effectiveness as a teacher including evidence of success in fostering student progress in learning and uses evidence of effectiveness in planning further intervention.</td>
</tr>
</tbody>
</table>
5. In EXHIBITING PROFESSIONAL BEHAVIORS, ETHICS, AND VALUES, the student teacher:

Evaluation #1 | Evaluation #2
---|---
1. Is dependable, conscientious, and punctual.

2. Meets work schedule demands.

3. Is aware of the importance of dressing appropriately.

4. Is aware of, and acts in accordance with, school policies and practices.

5. Respects cultural patterns and expectations that operate within a school.

6. Interacts constructively with colleagues, administrators, supervisors, educational assistants, and parents.

7. Performs advisory functions for students in formal and informal settings.

8. Functions as a member of an interdisciplinary team to achieve long-term curriculum goals, state content standards, and district standards.

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

10. Exhibits energy, drive, and determination to become a professional educator.

6. Additional Comments:

<table>
<thead>
<tr>
<th>Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation #1</strong> (date)</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Student Teacher</td>
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<tr>
<td>Cooperating Teacher</td>
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<tr>
<td></td>
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<tr>
<td>University Supervisor</td>
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</tbody>
</table>

Full-Time Student Teaching
The information reported on this form presents summary judgments by the candidate’s supervisors about his or her performance on the TSPC-prescribed teaching competencies.

This form is to be completed by the cooperating teacher and the college supervisor at the end of the full-time student teaching experience. Prior to completion of the form, a minimum of six formal evaluations (by the cooperating teacher and the college supervisor) and two 3-way evaluations (to include the student teacher, cooperating teacher, and college supervisor) must have been completed. Final evaluation is to be completed at the conclusion of student teaching. The Student Teaching Summary Report may be required for each authorization level. Refer to Content Mastery Liaison for information on student teaching and practicum evaluations.

DIRECTIONS: Check the appropriate box by each area of competence, to attest to the candidate’s performance in that area. Completion of student teaching requires verification of satisfactory performance by both College supervisor and cooperating teacher in all five areas below.

<table>
<thead>
<tr>
<th>Candidates Name</th>
<th>Term-Year</th>
<th>Institution</th>
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<tr>
<th>School Sample</th>
<th>Grade Level(s)</th>
<th>Subject Area(s) of Work</th>
</tr>
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<tbody>
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</table>

(1) **Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level and demonstrate they are able to:**

- 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;
- b) Determine the current performance level of one’s students with respect to the learning goals established for a unit of instruction;
- 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;
- d) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;
- e) Select and organize materials, equipment and technologies needed to teach a unit of instruction;
- f) Adapt unit and lesson plans for exceptional learners, and for students with varying cultural, social, and linguistic backgrounds; and
- 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.

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<tr>
<th>College Supervisor</th>
<th>Cooperating Teacher</th>
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</table>
2) **Candidates establish a classroom climate conducive to learning and demonstrate they are able to:**

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<th>College Supervisor</th>
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</table>

- a) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;
- b) Communicate classroom rules 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;
- c) When establishing classroom rules and procedures, apply to all students principles of sex equity and racial justice, and apply principles of least restrictive environment for students with disabilities;
- d) When establishing and maintaining classroom rules and procedures, model appropriate social behavior, and provide meaningful reinforcement when it occurs;
- e) When establishing and maintaining classroom rules and procedures, take into account the influence of the physical, social, and emotional climates of students’ homes and the community on motivation and behavior;
- f) Monitor student conduct, and take appropriate action when misbehavior occurs;
- g) Interact thoughtfully and courteously with students and their parents and resolve conflicts in a professional manner, respecting the cultural context of the community;
- h) Use classroom time effectively to provide maximum time for learning;
- i) Manage instructional transitions decisively and without loss of instructional time;
- j) Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and
- 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.

3) **Candidates engage students in planned learning activities and demonstrate they are able to:**

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<th>College Supervisor</th>
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- a) Choose organizational structures appropriate for the objectives of instruction;
- b) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;
- c) Implement instructional plans that employ knowledge of subject matter and basic skills;
- d) Use a variety of research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures, and encourage parent participation;
- e) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking; and
- 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.

4) **Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:**

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<th>College Supervisor</th>
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- a) Select and/or develop tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures that are valid and reliable to determine the progress of all students including those from diverse cultural or ethnic backgrounds;
- b) Document student progress in accomplishing State content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;
- c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;
- d) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families if needed to promote student learning; and
- e) 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 intervention.
Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:

- Be dependable, conscientious, and punctual;
- Meet work schedule demands;
- Be aware of the importance of dressing appropriately;
- Be aware of, and act in accordance with, school policies and practices;
- Respect cultural patterns and expectations that operate within a school;
- Interact constructively with colleagues, administrators, supervisors, and educational assistants and parents;
- Perform advisory functions for students in formal and informal settings;
- Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;
- Exhibit energy, drive and determination to make one’s school and classroom the best possible environment for teaching and learning; and
- Exhibit energy, drive and determination to become a professional educator.

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<th>College Supervisor</th>
<th>Cooperating Teacher</th>
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COMMENTS:

We have conferred in the summary of the candidate’s classroom performance and work samples, Our signatures below attest to our judgments regarding the student teacher’s performance on the five TSPC-prescribed teaching competencies.

<table>
<thead>
<tr>
<th>Name of College Supervisor</th>
<th>Institution</th>
<th>Date</th>
<th>Signature</th>
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<thead>
<tr>
<th>Name of Cooperating Teacher</th>
<th>School District</th>
<th>Date</th>
<th>Signature</th>
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**Formal Observation Grading Criteria**

The criteria described below are to be used as a guide when an OSU supervisor or cooperating teacher is making a formal observation. For a more detailed description of the competencies, please refer to the Three-Way Evaluation Checklist.

If a student teacher receives a “Needs Improvement” or a "No Pass" evaluation, the reason for that mark needs to be documented in the comment section of the Formal Observation Form. If, after the student teacher receives feedback, progress if not made in any area, additional supportive observations can be arranged. A Plan of Assistance in collaboration between the cooperating teacher, the OSU supervisor, and the Program Coordinator may be developed.

It is expected that beginning part-time student teachers will be typically receiving mostly 2’s and a few 3’s as this is often their first experience planning for, teaching, and assessing for learning objectives. The same form and grading system is used throughout all student teaching. As he/she gains experience, the student teacher’s performance should also improve. The evaluator should help the student teacher set goals that move the teaching to the next level up. **Please note that the Grade of 3 is “meeting” the standard and is perfectly acceptable for a successful student teacher. The Grade of 4 should be for exceptional teaching. Grades of 1 and 2 are indicators that the student teacher is not meeting the expected standard. If areas in which 1s and 2s are given do not improve to the standard, these need to be areas for discussion among the student teacher, the supervisor and the cooperating teacher long before the end of the term.**

The student teaching experiences must be passed with a B or better. If a B- or below is earned, the OSU supervisor and cooperating teacher will meet with the student teacher to determine an appropriate course of action. Classroom work in general, meeting licensure requirements, formal observations and the
Three-Way Evaluation are all elements in the overall assessment of the field experience and the grade that
the student teacher earns.

I. Planning for Instruction

‘4’ Grade: Exceptional
• All components of the lesson were well planned and supported the
lesson’s target learning objective(s).
• The lesson was tiered and included adaptations and accommodations for
specific students’ learning needs.
• Accurate understanding of the subject matter and its relation to the
developmental level of the learners was evident.

‘3’ Grade: MEETS STANDARD
• The lessons are planned, well thought out and incorporated all the
appropriate components of a lesson plan model.
• Adaptation for learning styles was evident.
• Accurate understanding of subject matter was evident.

‘2’ Grade: Progressing to Standard
• One or two components of the lessons were missing.
• Minor adjustments were needed in the organization of lessons.
• Adaptation for learning styles was evident.
• Accurate understanding of subject matter was evident.

‘1’ Grade: Needs Improvement
• There were major flaws in the lesson plan designs.
• No adaptation for learning styles was evident.
• There was minimal understanding of subject matter evident.

‘0’ Grade: No Pass
• No lesson plans were present for the observations.

II. Establishing a Classroom Climate Conducive to Learning

‘4’ Grade: Exceptional
• The student teacher’s management strategies were positive and
proactive. Students were fully engaged in the learning and showed a clear
understanding of expectations.
• The student teacher monitored pupil conduct and took appropriate
positive action to prevent or address unproductive or unacceptable
behavior.
• A classroom climate of safety and equity was maintained

‘3’ Grade: MEETS STANDARD
• Positive management strategies were demonstrated in a problem
solving manner to engage students in "on task" behaviors. The
strategies were effective.
• The student teacher monitored pupil conduct and took appropriate
positive action when misbehavior occurred.
• A classroom climate of equity was maintained.

‘2’ Grade: Progressing to Standard
• The student teacher relied on the same limited strategies to engage students in "on task" behavior. The strategies were minimally effective.
• Pupil behavior was monitored but the student teacher did not effectively respond when misbehavior occurred.
• Minimal strategies were evident for maintaining an equitable environment.

‘1’ Grade: Needs Improvement
• The student teacher relied on the same limited strategies to engage students in "on task" behavior. Strategies were not effective.
• Pupil conduct was monitored but the student teacher did not effectively respond when misbehavior occurred.
• No strategies were evident for maintaining an equitable environment.

‘0’ Grade: No Pass
• There was no demonstrated ability to effectively address or monitor "off task" behavior.
• A majority of students were off task throughout the entire lesson.
• Management strategies were used that show disrespect toward students' self-esteem and mental well-being.

III. Engaging Students in Planned Learning Activities

‘4’ Grade: Exceptional
• Strategies that engaged all students were used throughout the lesson
• Transitions were smooth and orchestrated so that students were focused on the next steps and the transition time did not interrupt the flow of the lesson.
• The effectiveness of the learning activities was monitored and the pace and content of instruction was modified as needed to achieve the lesson objective(s).
• All aspects of the plan were carried out and the lesson ended with a sense of achievement.

‘3’ Grade: MEETS STANDARD
• Students’ involvement in lesson content was elicited.
• Smooth transitions in lessons were orchestrated and the students were focused on tasks to be accomplished.
• The effectiveness of learning activities was monitored and the pace and content of instruction modified as needed to achieve lesson objectives.
• All aspects of the planned lesson were carried out effectively.

‘2’ Grade: Progressing to Standard
• Did not effectively involve students in lessons.
• Transitions were not smooth.
• The effectiveness of learning activities was monitored but the pace and content of instruction were not modified as needed to achieve lesson objectives.

‘1’ Grade: Needs Improvement
• Materials were not prepared and/or organized for lessons.
• The lessons were not monitored or adjusted when appropriate (even if s/he had to adjust from the written plan).
• The lessons did not follow the lesson plan and the student teacher was unable to justify the discrepancy.
‘0’ Grade: No Pass
• The lessons were not adequately designed and/or carried out to engage students in learning.

IV. Evaluating, Acting Upon and Reporting Student Progress in Learning

‘4’ Grade: Exceptional
• The student teacher guided students toward meaningful self-assessment of the lesson’s learning objective(s).
• Formative assessment techniques such as focused observations and feedback were embedded in the lesson.
• The student teacher has evidence at the end of the lesson that the lesson objectives were met and/or what knowledge and skills need further development.

‘3’ Grade: MEETS STANDARD
• The student teacher incorporated student self-assessment during the lesson.
• Assessment techniques such as observations and assigned tasks were embedded in the lessons.
• The student teacher had evidence at the end of the lessons that the objective(s) were met or not met.

‘2’ Grade: Progressing to Standard
• The student teacher showed evidence of two of the above but not all three.

‘1’ Grade: Needs Improvement
• Assessment techniques were not thorough enough to render meaningful or useful data.

‘0’ Grade: No Pass
• No lesson assessment was evident.

V. Professional Behaviors

This competency is typically not evaluated as a part of each formal observation. However, the evaluation of professional dispositions and behaviors is an important part of student teaching. They should be discussed in all debriefing sessions and all Three-Way Evaluations. It is to be considered in the final student teaching experience grade. Any deficiencies in this area should be brought to the attention of the Program Coordinator as soon as possible.
FORMAL OBSERVATION FORM 2012-2013

Student Teacher _________________________________ Subject/Grade Level _____________________

Authorization Level (circle one):  Early Childhood   Elementary  Mid-level  High School

Activity Observed _____________________________________________________________________

Observed at ______________________________________on _____________________ at ___________
(School) (Date) (Hour)

Observation made by: __________________________________________________________________

☐ University Supervisor  ☐ Cooperating Teacher  

Please rate students on a scale of 0-4:
0 = No Evidence  1 = Significantly Below Standard  2 = Progressing Toward Standard  3 = Meets Standard  4 = Exceeds Standard

I. Planning for Instruction

Was the lesson plan well thought out? 0 1 2 3 4
Did it incorporate all the appropriate components of a lesson plan model? 0 1 2 3 4
Was adaptation for learning styles evident? 0 1 2 3 4
Was accurate understanding of the subject matter evident? 0 1 2 3 4

Comments:

II. Establishing a Classroom Climate Conducive to Learning

Were positive management strategies demonstrated in a problem-solving manner to engage students in “on-task” behavior? 0 1 2 3 4
Were the strategies effective? 0 1 2 3 4
Did the student teacher monitor pupil conduct and take appropriate positive action when misbehavior occurred? 0 1 2 3 4
Was a classroom climate of equity maintained? 0 1 2 3 4

Comments:
### III. Engaging Students in Planned Learning Activities

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Was students’ involvement in lesson content elicited?</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Were smooth transitions in lessons orchestrated?</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Were the students focused on tasks to be accomplished?</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Was the effectiveness of learning activities monitored and the pace and content of instruction modified as needed to achieve lesson objectives?</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Were all aspects of the planned lesson carried out effectively?</td>
<td>0 1 2 3 4</td>
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Comments:

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### IV. Evaluating, Acting Upon, and Reporting Student Progress in Learning

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Did the student teacher guide students toward meaningful self-assessment?</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Were the assessment techniques such as observations and pupil interviews embedded in the lesson?</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Did the student teacher have evidence at the end of the lesson that the lesson objectives were met?</td>
<td>0 1 2 3 4</td>
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</table>

Comments:

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### V. Professional Behaviors, Ethics, and Values

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Is aware of, and acts in accordance with, school policies and practices.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Respects cultural patterns and expectations that operate within a school.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Interacts constructively with colleagues, administrators, supervisors, educational assistants, and parents.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Functions as a member of an interdisciplinary team to achieve long-term curriculum goals, state content standards, and district standards.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Exhibits energy, drive, and determination to make one’s school and classroom the best possible environment for teaching and learning.</td>
<td>0 1 2 3 4</td>
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</tbody>
</table>

Comments:

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**Note to Student Teacher:** Attach the accompanying lesson plan to back of this Formal Observation form. Then turn in all of the observations forms from this field experience to the Licensure Placement Office.

Student Teacher’s Signature ___________________________ Date ___________________________
EVALUATION OF COOPERATING TEACHER

Student Name: _______________________________________________________
Cooperating Teacher Name: ___________________________________________
Term-Year: ______________________ School: _____________________________
Grade Level(s) or Subject(s): __________________________________________

DIRECTIONS: Please rate your cooperating teacher on a scale of 0-3 by circling the appropriate number:

0 = Lacking                              2 = Proficient
1 = Partially evident or needs work       3 = Exemplary

My Cooperating Teacher:

3 2 1 0 1. Discussed purposes and objectives of lessons.
3 2 1 0 2. Required and discussed written lesson plans.
3 2 1 0 3. Provided time for cooperative planning.
3 2 1 0 4. Observed my teaching and provided helpful feedback on my lesson.
3 2 1 0 5. Provided time for follow-up conferences.
3 2 1 0 6. Helped identify problems and plan several possible alternative solutions.
3 2 1 0 7. Helped me plan a variety of teaching techniques.
3 2 1 0 8. Allowed me to make independent decisions in my teaching.
3 2 1 0 9. Kept me informed of my strengths and weaknesses throughout the term.
3 2 1 0 10. Encouraged openness so that I could question procedures which I did not understand.
3 2 1 0 11. Made me feel comfortable in discussing any problems in connection with my internship.
3 2 1 0 12. Helped me locate and obtain teaching resources and materials.
3 2 1 0 13. Related my internship experience to conditions I would probably meet in my career.

(over)

3 2 1 0 14. Made me feel an integrated member of the school community.
3 2 1 0 15. Treated me as a colleague.
3 2 1 0 16. Acquainted me with routine teaching details (i.e., progress reports, fire drills, safety procedures, etc).
3 2 1 0 17. Discussed the general scope and sequence of the curriculum I was to teach.
3 2 1 0 18. Allowed and encouraged me to use a variety of the curriculum I was to teach.
3 2 1 0 19. Allowed me sufficient opportunity for complete responsibility and management of the class.

Please respond to the following:

My cooperating teacher was most helpful to me by...
My cooperating teacher could have been more helpful to me by...

Additional comments: (please use the back if necessary)

Unless indicated otherwise, this form will be completed by student teachers at the end of the term or school year and given to cooperating teachers after all program requirements are completed. It is hoped that these comments will help the cooperating teacher in assessing his or her effectiveness and will benefit efforts to improve the program.
EVALUATION OF UNIVERSITY SUPERVISOR

Student Name: ____________________________________________________________

University Supervisor Name: ______________________________________________

Term: ________________ Year: ___________________ School: ___________________

Grade Level(s) or Subject(s): ______________________________________________

DIRECTIONS: Please rate your university supervisor on a scale of 0-3 by circling the appropriate number:

0 = Lacking                              2 = Proficient
1 = Partially evident or needs work   3 = Exemplary

My University Supervisor:  

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1. Examined and discussed written lesson plans with me.
2. Was available for conferences and assistance.
3. Observed my teaching at regular or pre-planned intervals.
4. Took objective data during observations of my teachings and provided helpful feedback on my lessons.
5. Made me feel comfortable in discussing any problems concerning my teaching assignment.
6. Demonstrated an interest and concern for my feelings and welfare.
7. Helped me identify problems and plan several possible alternative solutions.
8. Helped me consider a variety of teaching techniques.
9. Encouraged openness so that I could question procedures which I did not understand.
10. Maintained an open channel of communication with school personnel.
11. Informed me of any absences or deviations to his or her schedule concerning seminars, planned observations, etc.

(over)

Please respond to the following:

My university supervisor was most helpful to me by…
My university supervisor could have been more helpful to me by…

Additional comments:

Unless indicated otherwise, this form will be given to your university supervisor when program requirements have been completed. It is hoped that your comments will help your supervisor in assessing his or her effectiveness and will benefit efforts to improve the program.
CAPSTONE DUE DATE: ____________________

Each candidate in the Double Degree in Education is required to submit a capstone portfolio as a culminating document for graduation and recommendation for the Initial Teaching License.

Capstone Purpose

The Education Double Degree capstone serves as a demonstration that the candidate has met the degree and licensure program standards. The capstone project serves as a model for the form of professional development that will become a part of the candidate’s professional life and assists the candidate in preparing for the next steps beyond the undergraduate degree and initial teaching license.

The capstone provides the candidate with a tool for synthesizing and reflecting on learning during the Education Double Degree experience, and serves as a means to evaluate the candidate.

Capstone Process

The Capstone Portfolio is introduced at admission to the Provisional Level of the Education Double Degree. The candidate is encouraged to begin developing the portfolio at the beginning of the Provisional Admission term, a process that continues throughout the degree and program. Using the capstone guidelines listed below, the materials should be generated naturally in relation to coursework and field experiences.

During the Professional Level of the Education Double Degree, the candidate participates in a Capstone Portfolio “Workshop” that is a part of TCE 524.

The candidate works closely with a Content Mastery Liaison during his or her Education Double Degree Program to produce, collect, and refine the elements of the Capstone Portfolio.

During the final term of the candidate’s Education Double Degree program, the candidate submits all capstone materials for evaluation to their Teacher as a Reflective Practitioner (TCE 424) Instructor. **To ensure graduation, please adhere to the due date required for the evaluation of your capstone portfolio.**

(Continued on next page)
Capstone Portfolio Contents

The Capstone Portfolio may be collected in electronic, digital, or hard copy formats, and should be in the following order:

- Resume (See Career Services for writing a resume).
- Statement of education philosophy,
- Two TSPC required work samples*,
- TSPC student teaching summary report form,
- Copy of three-way evaluation checklist,
- Feedback from cooperating teacher (6 formal observations),
- Feedback from field supervisor (6 formal observations),
- Plan for professional growth and development beyond the Initial Teaching License and undergraduate degree, and
- A three-page reflection that articulates growth throughout the student-teaching experiences and reflects on the contribution of specific TCE classes to your professional development.

*The second work sample may be in progress at the time of submission. Both work samples must be completed and evaluated before the candidate will be recommended for license and degree.

Capstone Portfolio Evaluation

The Capstone Portfolio will be evaluated by two members of the licensure faculty using the Education Double Degree Capstone Portfolio scoring guide.
<table>
<thead>
<tr>
<th>Portfolio Compounds</th>
<th>Table of Contents</th>
<th>Résumé</th>
<th>Work Samples</th>
<th>Competence in Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work Exceeds Standards (3.0)</strong></td>
<td>All portfolio components identified and referenced; format is well designed, appealing and clearly worded; locating information is easy; brief explanation of its organization.</td>
<td>Resume is organized logically; facilitates locating information easily; incorporates an organizational scheme; content has ample detail.</td>
<td>Most of the following components are highly developed: contextual aspects, rationale, conceptual framework, lessons plans and reflections, assessment, overall reflection, and organization.</td>
<td>Student teacher consistently improves throughout the student teaching and demonstrates exemplary performance in planning, management, teaching, assessment, and professionalism; thoughtful and mature ability and inclination to engage in reflection on teaching.</td>
</tr>
<tr>
<td><strong>Met Basic Standards (2.0)</strong></td>
<td>All portfolio components identified and referenced; format is understandable; locating information is adequate.</td>
<td>Resume is organized adequately; facilitates locating some information easily; adequate use of words and descriptors but minimum detail.</td>
<td>All of the following components are adequately developed: contextual aspects, rationale, conceptual framework, lessons plans and reflections, assessment, overall reflection, and organization.</td>
<td>Student teacher consistently improves throughout the student teaching and demonstrates competent performance in planning, management, teaching, assessment, and professionalism; some ability and inclination to engage in reflection on teaching.</td>
</tr>
<tr>
<td><strong>Standards NOT Met (1.0)</strong></td>
<td>All portfolio components identified and referenced; format is non-specific; lacks locating information easily.</td>
<td>Resume is limited in its organization; facilitates locating some information easily; use of some words and descriptors abstract.</td>
<td>Any of the following components inadequately developed: contextual aspects, rationale, conceptual framework, lessons plans and reflections, assessment, overall reflection, and organization.</td>
<td>Student teacher has not shown growth and by the end of term continues to have serious difficulty in planning, management, teaching, assessment or professionalism; marginal ability or inclination to engage in reflection on teaching.</td>
</tr>
<tr>
<td>Work Exceeds Standards (3.0)</td>
<td>Analyzes teaching strengths and weaknesses and writes 3-5 goals for professional growth for first three years of teaching that reflect a mature understanding of the advanced teaching competencies and how those intersect with communities, schools, students and the demands of teaching life; Demonstrates an understanding of requirements for continued teaching license with a fully articulated plan for accomplishing advanced degree and continuing teaching license; Acknowledges the role of professional organizations, their publications and conferences by holding student membership and subscribing to at least one content area or level appropriate journal, and is aware of how to access information of upcoming professional conferences.</td>
<td>Statement is well organized and reflects an clearly articulated conceptual framework; references key theorists or theories; references the purpose of schools in society, nature of curriculum, role of teachers and students; how students learn; and the role of families and communities in educational process.</td>
<td>Use of correct and appropriate grammatical structures, punctuation and spelling; all citations and references noted; format of the portfolio sections are designed consistently, and with some detail.</td>
<td></td>
</tr>
<tr>
<td>Met Basic Standards (2.0)</td>
<td>Acknowledges teaching strengths and weaknesses and writes 3-5 goals for professional growth in the first three years of teaching that reflect an understanding of communities, schools, and students and the demands of teaching life; Demonstrates an understanding of requirements for continued teaching license with the outline of a plan for accomplishing advanced degree and continuing teaching license; Acknowledges the role of professional organizations, their publications and conferences by holding student membership and is aware of how to access information of upcoming professional conferences.</td>
<td>Statement is organized and reflects a conceptual framework; references the purpose of schools in society, nature of curriculum, role of teachers and students; how students learn; and the role of families and communities in educational process.</td>
<td>Grammatical structure, punctuation and spelling appropriate, with only a few errors; some citations and references noted; format of sections only identified by title and or headings-some difficulty in navigation of portfolio.</td>
<td></td>
</tr>
<tr>
<td>Standards NOT Met (1.0)</td>
<td>Writes 3-5 goals for professional growth in the first three years of teaching that only slightly acknowledge her-his teaching strengths and weaknesses and somewhat reflect an understanding of communities, schools, students and the demands of teaching life; Acknowledges that there are additional requirements to continue teaching, but is vague about an outline of a plan for accomplishing an advanced degree and continuing teaching license; Acknowledges that professional organizations and conferences exist, but has no plans to hold membership or attend conferences.</td>
<td>Statement is inadequately organized; does not reflect a clear conceptual framework; does not completely reference purpose of schools in society, nature of curriculum, role of teachers and students, how students learn, and the role of families and communities in educational process.</td>
<td>Errors in grammatical structure, punctuation and/or spelling; few citations and references noted; inconsistent design format.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Portfolio Components</th>
<th>Professional Growth Plan</th>
<th>Philosophy Statement</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORK SAMPLE DOCUMENTATION

PLEASE PRINT

Student Teacher ________________________________________________

Date Submitted ____________________________  Date Taught (Term/Year) ______________________

Title of Work Sample ________________________________________________

Licensure Program ________________________________________________

Authorization Level (circle one):  Early Childhood  Elementary  Mid-level  High School

Endorsement Area(s) ________________________________________________

Grade Level(s) __________________________

School taught at ________________________________________________

Signatures: This work sample has been approved by the following people.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Sample Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attention Student: Attach this Documentation Sheet to the front of the Work Sample packet and sign the Work Sample Release Form on back:

1. Work Sample Title Page
2. Table of Contents
3. CD with a copy of the entire Work Sample
WORK SAMPLE RELEASE FORM

I give my permission to the faculty of the Professional Teacher Education Unit (Double Degree, SMED, Music, PETE, Ag Ed, MAT, ESOL) to use my Work Sample and Capstone Portfolio as teaching material for subsequent members of this professional teacher education program, education faculty, and students engaged in teacher education doctoral studies.

________________________________________________________________________
Signature        Date

Oregon State University
College of Education
Double Degree Professional Level Application

Name: _________________________________ Student ID #: ___________________________
Degree Type ___ BA  ___ BS  ___ HBA  ___ HBS  Primary Major: ________________________
To complete this application, please **attach the pieces below**, then **sign and date** the document.

- **Typed Content Mastery sheet**
  - If a course has been petitioned, please note this on the document
  - Please note the number of credits you received for each class in parentheses next to the class: e.g. TCE 216 (3)
  - If a course is in progress or yet to be taken, please note expected completion term

- **Documentation of passing score on the Protecting Students and Civil Rights in the Educational Environment Test**

- **Documentation of passing score on subject matter test(s)**

This document is due **by week 3 of your part-time student teaching term**. Please make sure everything is securely compiled and submit it to your TCE 407 instructor.

*By my signature*

- I verify all application information submitted is true, accurate, and complete.
  Falsification of information may result in removal from the program (OSU SCC Section 576-015-0020[B]).
- I understand that I am required to maintain a 3.0 GPA throughout the program.
- I understand that during my full-time student teaching, I am unable to take any other coursework than my student teaching seminar (TCE 424) and hours (TCE 410).

Printed Name____________________________________ ID# _______________________

Signature _______________________________________ Date ______________________

---

To be completed by Double Degree Faculty

Comments from TCE 407 Instructor relevant for Program Lead and/or Head Advisor

Double Degree Program Lead Signature

Date _____________________

Double Degree Program Lead Signature

Page 2

**Double Degree Program – Professional Level**

**APPLICATION FORM**

**PART II (Due by the end of the 8th week of the term during part-time student teaching)**
Submit to TCE 410 instructor.

1. _____ Double Degree- Professional Level Application Form PART I complete and submitted (due the 3rd week of the term).
2. _____ Progress toward successful completion of Part-time Student Teaching (at least 100 of the minimum 160 hours in classroom).
3. At least two formal observations from each Cooperating Teacher and University Supervisor have been completed.
4. Section III (Contextual Aspects), IV (Conceptual Framework) and at least three Instructional Plans (Section IV) of your Work Sample have been written and reviewed.

Full completion of the items listed above is required to be granted Professional Status. It is required that a minimum 3.0 GPA be maintained throughout both degree programs and content mastery coursework.

If the items in 1-4 are not fully completed by the end of part-time student teaching, the candidate may not be admitted to Professional Status. These are required before a candidate can proceed to full-time student teaching and completion of the program.

By my signature, I verify that all application information submitted is true, accurate, and complete.

Name _______________________________ Date ________ Signature _____________________________

Recommendation of Double Degree Program Lead:

This student _____ should _____ should not be recommended for professional admission. Please provide comments related to this decision.

Double Degree Program Lead Signature __________________________________________ Date ________

File Review: For Office Use Only

Professional Admission to the Education Double Degree Program:
_____ granted _____ denied (date) ___________

Signed __________________________ Date ____________
Comments:

Oregon State University
College of Education
Education Double Degree
Teaching K-12

Professional Teacher Education Program

Retention Policy

Student retention in the Professional Teacher Education Program is based upon the academic and professional judgment of the university faculty responsible for the evaluation of the student’s academic, practicum, and student teaching performance. The faculty considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, sensitivity to others and whether or not the student exhibits appropriate professional conduct. The teacher education faculty has developed this Retention Policy based upon continuous evaluations of students in the Professional Teacher Education Program by university
faculty and staff, and by public-school cooperating teachers and administrators. Students are evaluated on the benchmarks established by each program and on their ability to successfully plan for instruction; establish a classroom climate conducive to learning; exhibit professional behaviors, ethics and values; evaluate student progress; and on their ability to engage students in planned learning activities. The following information and procedures are established to guide decisions regarding the retention of students in the program.

Throughout each term, faculty members and practicum or student teaching supervisors meet to evaluate each student’s progress in academic work and practicum or student teaching effectiveness. Those students assessed as having difficulty will receive feedback concerning their progress from their advisor and other appropriate university faculty.

1. Academic Standards

Students must meet the academic standards of the program in order to continue in the Professional Teacher Education Program. (3.0 OSU GPA, 3.0 GPA in TCE coursework, and 3.0 GPA in content mastery.)

Each program provides students with benchmarks of required practicum, student teaching, and student academic performance that indicate successful completion of each step throughout the program. In addition, course outlines may define academic performance necessary for continuation in the program. The academic standards as outlined in the benchmarks and course syllabi must be met in order to continue.

2. Professional-Ethical Standards

According to various accreditation organizations (NCATE, ACA, TSPC, Oregon OARs, Public Schools, NGOs, Non-Profits), all candidates seeking accreditation and licensure or graduating from the College of Education at Oregon State University must meet all professional standards of practice, evidence of proper dispositions within their chosen field, as well as complying with the University Student Conduct Regulations ([http://oregonstate.edu-admin-stucon-regs.htm](http://oregonstate.edu-admin-stucon-regs.htm)). Professional behavior includes respect, honor and integrity, altruism, responsibility and accountability, leadership, caring, compassion, and communication, and excellence of scholarship. Proper dispositions include:

The values, commitments, and professional ethics are those which influence behaviors toward students, families, colleagues, communities, and technology use. They affect student or client learning, motivation, and development, as well as their own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

In addition to high standards for academic achievement and to the profession, the College of Education at Oregon State University holds candidates accountable during their studies and in their work in the field in both academics and practice. It is not sufficient to perform well academically, yet behave in ways that decrease the quality of the professional work. In other words, personal "issues" and personality characteristics that influence job performance may be considered as vital as the ability to write papers that present information. The candidate must demonstrate acceptable professional behavior in five key areas:
I. Professional conduct toward students, clients, youth, and adult learners;
II. Professional practice;
III. Professional conduct toward professional colleagues, including university faculty, staff, and internship and field placement supervisors and administrators;
IV. Professional conduct toward the general community, including educators, parents, and other community members
V. Technology use that includes “netiquette”, ensuring copyright, not plagiarizing, not using computers inappropriately for pornography or personal gain.

Professional-Ethical Standards are sent to students accepted to programs, signed along with acceptance forms, and placed in student files. These Standards are posted on the College of Education website and are also provided in program handbooks.

If candidates meet or exceed the standards of professional behavior, they will continue in the chosen field of study without interruption. If candidates do not meet the standards, they must go through the following procedures which may result in termination of their program and-or not being recommended for licensure.

3. Student teaching standards

A student may be removed from a practicum or student teaching site by the Professional Teacher Education Program if his or her performance does not meet benchmark requirements, or if performance is determined to be consistently inadequate, inappropriate, or unprofessional by the university supervisor.

A student will immediately be removed from the site school at the request of the school principal (or appropriate administrator).

The process identified in the steps below will be afforded the student if it is felt that he or she is not making satisfactory progress as outlined in the benchmarks and-or course syllabi:
Infraction is reported to Program Lead by any CoEd faculty, staff, or affiliate on conduct form.

Program Lead investigates.

If not an infraction, no action is taken.

If the Program Lead determines that an infraction has occurred, he-she alerts the Department Chair and Content Mastery Liaison.

The Program Lead meets with the student to discuss the infraction.

If the problem is successfully resolved, the Program Lead places documentation in the file and notifies the Director, Education Licensure and Content Mastery Liaison.

If the problem is not successfully resolved, if it is a repeat infraction, or if the infraction is deemed serious enough to jeopardize licensure or continuation in the program, the Program Lead collaborates with the Director, Education Licensure and the Content Mastery Liaison to develop a Plan of Assistance for the student.

The Program Lead meets with the student, implements the Plan of Assistance.

If the problem is successfully resolved, the Program Lead places documentation in the file and notifies the Director, Education Licensure and Content Mastery Liaison.

If the problem is not resolved through the Plan of Assistance, if another infraction occurs, or if the original infraction is serious enough to disapprove licensure or continuation in the program, the Program Lead may, upon agreement with the Director, Education Licensure and the Content Mastery Liaison, drop the student from the program. The Dean is notified.

The student is notified. The student may appeal by providing documentation to the Dean.

Acceptable professional behavior includes the following and is to be documented below if there are infractions:

I. Professional Conduct toward Students, Clients, Youth, and Adult Learners: Candidate exhibits professional conduct towards the above mentioned in the following ways:

   a. Treats everyone in a fair, kind, and just manner
   b. Shows preference toward no individual or any particular group
   c. Shows respect, empathy, and value to all; accepting every individual for who they are,
even when their values may be inconsistent with own values
__d.  Respects cultural and family traditions
__e.  Puts needs of clients or learners ahead of one's own interests
__f.  Uses listening skills, tact, sensitivity, and supportive behavior
__g.  Contributes to leadership and team building
__h.  Does not misuse power relationships

II. Professional Practice: Candidate follows expected professional standards of practice including the following:

__a.  Assumes responsibility and accountability for all personal and professional actions
__b.  Complies with building-district rules and-or procedures that are not in conflict with professional ethics
__c.  Complies with the university, course, and program area policies and expectations (e.g., University conduct code, classes, interactions with faculty, staff and peers)
__d.  Does not use institutional or professional privileges for personal gain or advantage
__e.  Demonstrates appropriate manner including being punctual to work, being prepared for class, showing affection-warmth appropriately (e.g., using praise, rewards, or smiles), completes work in a timely fashion, models educated language devoid of profanity, vulgarity, dresses professionally, etc.
__f.  Keeps all confidential information confidential and only shares with those directly involved with the case at hand
__g.  Reports child abuse following State requirements and regulations
__h.  Continues to work on, and take advantage of, professional growth opportunities, feedback from peers and instructors, keeping current on trends and knowledge, etc.
__i.  Is positive, helpful and supportive, providing a good role model

III. Professional Conduct toward Professional Colleagues: Candidate demonstrates proper professional respect in the following ways:

__a.  Treats all professional colleagues with whom he or she has contact equitably and respectfully
__b.  Does not make false statements about a colleague or placement setting
__c.  Is forthright, honest, and respectful with colleagues
__d.  Talks with the person with whom there is a problem and does not spread gossip.
__e.  Respects each colleague's freedom of choice and expression and does not attempt to violate any individual's professional integrity
__f.  Admits errors and takes responsibility for mistakes

IV. Professional Conduct Towards General Community: Candidate shows support of the school systems, workplaces, 4-H settings, and other environments:

__a.  Makes every effort to fully inform parents about their children and to assist families in educational or other endeavors, ensuring that responsible parties are informed with needed information.
__b.  Makes every effort to understand and respect the values and traditions of diverse cultures and groups represented in the community.
__c.  Maintains a positive and active role working for the betterment of all members of the community.
d. Makes every effort to respect organizations, institutions and groups within the community, which necessitates a sensitivity and openness to various group cultures.

V. Technology Use: Uses technology in appropriate, ethical ways

a. Follows “netiquette” rules of behavior
b. Does not plagiarize, follows copyright rules, downloads files with permission
c. Does not use technologies inappropriately for such things as pornography, personal gain, or other exploitive uses.

Change of Placement Sequence

Unless there are unusual circumstances, this is the typical sequence of events to be followed when a student teacher requests-requires a new placement. Dates should be recorded.

Student Teacher ___________________________ Content Mastery Liaison ____________
Cooperating Teacher ______________________ Date Initialed ____________________
Change of Placement requested by ________________________________

A. ORIGINAL PLACEMENT - First Stage
<table>
<thead>
<tr>
<th>Events</th>
<th>Facilitator(s)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Request received from student teacher (Change of Placement Request Form)</td>
<td>Supervisor, Content Mastery Liaison, Director, Education Licensure</td>
<td></td>
</tr>
<tr>
<td>2 Content Mastery Liaison-Field Supervision Coordinator consulted</td>
<td>Supervisor</td>
<td></td>
</tr>
<tr>
<td>3 Student teacher discusses issues with cooperating teacher (if requested)</td>
<td>(if requested) Content Mastery Liaison, Supervisor</td>
<td></td>
</tr>
<tr>
<td>4 Student teacher dialogue with Field Supervision Coordinator, Content Mastery Liaison, Supervisor, Cooperating Teacher</td>
<td>Content Mastery Liaison</td>
<td></td>
</tr>
<tr>
<td>5 Building principal advised and consulted</td>
<td>Licensure &amp; Field Placement Specialist</td>
<td></td>
</tr>
<tr>
<td>6 Collaborative decision, approved by Field Supervision Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Exit interview: review benchmarks-set goal (plan of assistance, if appropriate)</td>
<td>Supervisor, Content Mastery Liaison</td>
<td></td>
</tr>
<tr>
<td>8 &quot;Farewell&quot; visit to classroom by student teacher</td>
<td>Student Teacher</td>
<td></td>
</tr>
<tr>
<td>9 Secretary advised of &quot;exit&quot; (Placement Change Notification Form)</td>
<td>Licensure &amp; Field Placement Specialist</td>
<td></td>
</tr>
<tr>
<td>10 &quot;Thank you&quot; letter to cooperating teacher</td>
<td>Director, Education Licensure (Licensure &amp; Field Placement Specialist)</td>
<td></td>
</tr>
</tbody>
</table>

### B. NEW PLACEMENT (Begins after A-6) - Second Stage

<table>
<thead>
<tr>
<th>Events</th>
<th>Facilitator(s)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Contact principal of prospective school and provide profile of intern (from secretary)</td>
<td>Licensure &amp; Field Placement Specialist</td>
<td></td>
</tr>
<tr>
<td>2 &quot;Screen&quot; prospective cooperating teacher</td>
<td>Licensure &amp; Field Placement Specialist</td>
<td></td>
</tr>
<tr>
<td>3 Collaborative approval to proceed (cooperating teacher- principal- Content Mastery Liaison-head Content Mastery Liaison- supervisor)</td>
<td>Licensure &amp; Field Placement Specialist</td>
<td></td>
</tr>
<tr>
<td>4 Student teacher arranges interview with cooperating teacher and principal</td>
<td>Licensure &amp; Field Placement Specialist</td>
<td></td>
</tr>
</tbody>
</table>
Oregon State University  
College of Education  
Education Double Degree  
Teaching K-12  

Academic Professional Progress Report  
(to be completed by course instructors on an as-needed basis)

Candidates Name: ____________________________  Student ID# ____________

Purpose of PPR: _______Identify achievement(s)  _______Report Concerns  Date__________

Please complete (check) only those items that apply.

**Attendance**
- Perfect attendance record
- Rarely absent
- Frequently absent (number of times ____ )

Comments: ____________________________

**Punctuality**
- Always on time
- Generally punctual
- Frequently late (number of times ____ )

Comments: ____________________________

**Self-Initiative-Independence**
- Creative and resourceful; independently implements plans
- Has good ideas; works effectively with limited supervision
- Passive; depends on others for direction, ideas, guidance

Comments: ____________________________

**Reliability-Dependability**
- Self-starter; identifies needs and attends to them immediately
- Responsible; attends to assigned tasks or duties on schedule without prompting
- Frequently fails to complete assigned tasks and duties on schedule
- Usually fails to complete assigned tasks and duties

Comments: ____________________________

**Critical Thinking Skills**
- Thinks critically; perceives multiple sides of an issue or problem; develops creative responses
- Reasons through problems but unable to see multiple sides of an issue or problem or to think critically
- Struggles with initial analysis, synthesis, and evaluation of information.

Comments: ____________________________

**Oral Expression**
- Articulate
- Inarticulate; hesitates to express self
- Makes frequent speaking errors

Comments: ____________________________

**Written Expression**
(Attach examples, if available)
- Organizes and clearly expressions ideas in writing
- Writing is often unclear and disorganized
- Written work demonstrates frequent errors

Comments: ____________________________

**Collegiality**
- Works cooperatively as part of a team
- Reluctant to cooperate and work with others
- Does not cooperate and work with others

Comments: ____________________________
Responsibility
- Always takes responsibility for successes and mistakes; immediately seeks ways to remedy errors
- Takes responsibility for successes and mistakes but fails to take steps to remedy errors
- Sometimes fails to take responsibility for successes and mistakes
- Fails to take responsibility for successes and mistakes; blames others for outcomes

Comments: ________________________________

Desire to Improve Own Performance
- Continually seeks ways to improve performance
- Makes some effort to improve performance
- Makes no effort to improve performance

Comments: ________________________________

Response to Feedback-Supervision
- Receptive and adjusts performance accordingly
- Receptive but doesn’t implement suggestions
- Defensive; unreceptive to feedback and supervision

Comments: ________________________________

Commitment to the Teaching Profession
- Appears deeply committed to the profession
- Expresses a sincere interest in teaching students
- Unsure of teaching as a profession

Comments: ________________________________

Professional Ethics and Demeanor
- Yes

  - Abides by the University Professional Code of Ethics
  - Abides by the College of Education Code of Ethics
  - Is aware of program requirements and policies and responds in appropriate ways
  - Maintains professional appearance and demeanor

Comments: ________________________________

Adapted with permission from Enz, Freeman, & Cook (1990).

Attributes that have enhanced this candidate’s successful progress in the Double Degree Teacher Education Program.
Please identify any other knowledge, dispositions, or skills that have enhanced this candidate’s successful progress in the Education Double Degree Program.

Barriers to this candidate’s successful progress in the Double Degree: Teaching K-12 Program.
Please identify any other dispositions and-or behaviors that have interfered with this candidate’s successful progress in the Education Double Degree Program.

Faculty Signature: _____________________________ Date: ________________________________
Identify actions-recommendations that you have already taken-made with this candidate. (Include dates)

What action(s) would you recommend to the Admissions and Retention Committee for this candidate?

Additional comments you wish to make about this candidate.

Signature of Individual Completing this Form

__________________________________________________________
Signature

__________________________________________________________
Please Print Name

__________________________________________________________
Date

*Please return this form to the Admissions and Retention Committee of the Education Double Degree Program in the Teacher & Counselor Education Department.*
Oregon State University
College of Education
Education Double Degree

STUDENT TEACHER LICENUSE CHECKLIST

Name: ____________________________________________________________
Content Mastery Liaison: _____________________________________________
Phone Number: ____________________________________________________
E-mail: ____________________________________________________________

Grade level(s) of first authorization placement ____________________________
Grade level of second authorization placement (if completed) ________________

Please give this form to your advisor to sign and date. This form is the verification of requirements for licensure. Your TSPC C-2 form will be signed after this is completed. You are encouraged to submit this material to your advisor prior to the end of the student teaching term.

The following have been turned in to my Content Mastery Liaison:

____ Part-time field experience Three-Way Evaluation Form
____ Documentation of Formal Supervision along with six observations and lesson plans of my teaching by University supervisor
____ Documentation of Formal Supervision along with six observations and lesson plans of my teaching by my cooperating teacher
____ Full-time Student Teaching 3-Way Evaluation Form
____ TSPC Summative Evaluation Form
____ First Authorization Work Sample(s)
____ Content Mastery Liaison’s initials-date that this has been turned in __________
____ Work Sample #2 Is this from first or second authorization? __________
____ Content Mastery Liaison’s initials-date that this has been turned in __________
____ Log of teaching hours (Date, hours, subjects taught)
____ TSPC required Civil Rights-Discrimination course

Other:

____ All incompletes from course work have been removed. (Advisor’s initials _____)
____ All undergraduate licensure requirements have been completed. (Advisor’s initials _____)

If you have completed a second authorization, please check the following:

____ Second authorization contract
____ Log of teaching hours (minimum of 90 hours required)
____ Second authorization observation notes
____ Second authorization evaluation form
____ Second authorization coursework completed

See next page for testing verification and faculty signature.

TEST SCORES
BASIC SKILLS EXAMS

Educators must submit an official passing score on one of the following Basic Skills Exams (Reading, Writing and Mathematics):

• NES: Essential Academic Skills (EAS) Exam - offered in Oregon by ORELA; or
• California Basic Education Skills Test (CBEST) - offered in Oregon by Pearson, or
• Washington Educator Skills Test - Basic (WEST-B) - not offered in Oregon, but an accepted test.
  ○ A doctorate degree from a regionally-accredited institution will waive this requirement for all applicants.

If you completed your original educator licensure program in another state, the basic skills exam will be waived under certain conditions. Click here for more information.

SUBJECT MATTER EXAMS

You will need to pass the exam(s) specific to your license and endorsements. Again, since the commission occasionally adopts new tests, please check to be sure that you are taking the correct exams. The following test information was updated on April 24, 2012.

If you would like to add an additional endorsement to your current Oregon license, please know that taking a subject matter exam may not be the only requirement needed to add the endorsement. Please contact us to determine exactly what is required.

ORELA currently provides the following exams for these endorsement areas:

• Art - Art exam
• Biology - Biology exam
• General Business Education - Business Education exam
• Chemistry - Chemistry exam
• Early Childhood Education - Early Childhood Education exam (only for Basic/Standard licenses)
• ESOL - English to Speakers of Other Languages (ESOL) exam
• Family and Consumer Sciences - Family and Consumer Sciences exam
• Health Education - Health exam
• Integrated Science - General Science exam
• Language Arts - English Language Arts exam
• Math (Advanced) - Mathematics exam
• Math (Basic) - Middle Grades Mathematics exam
• Middle School Language Arts - Middle Grades English Language Arts exam
• Middle School Science - Middle Grades General Science exam
• Middle School Social Studies - Middle Grades Social Science exam
• Multiple Subjects - Multiple Subjects exam
• Music - Music exam
• Physical Education - Physical Education exam
• Physics - Physics exam
• Social Studies - Social Science exam
• Library Media - School Library Media Specialist exam
• Spanish - Spanish exam
• Special Education - Special Education exam

Praxis currently provides the exams for the following endorsement areas:

• Agricultural Science and Technology - Agriculture exam
• Communication Disorders - Speech Language Pathology exam
• Early Intervention/Early Childhood - Special Education: Preschool/Early Childhood exam
• French - French: World Language exam
• German - German: World Language exam
• Hearing Impaired - *Education of Deaf and Hard of Hearing Students exam*
• Marketing - *Marketing Education exam*
• Reading - *Reading Specialist exam*
• Speech - *Speech Communication: Content Knowledge exam*
• Technology Education - *Technology Education exam*
• Visually Impaired - *Special Education: Teaching Students with Visual Impairments exam*

If you have already passed subject matter exams to obtain your out-of-state educator license, you may not need to take Oregon’s subject matter exams. Click [here](#) for more information.

Please provide the following test scores and dates the tests were taken:

- **BASIC SKILLS** scores __________, __________, __________ Date Taken: __________
- **SUBJECT MATTER** scores (if appropriate) : __________________________________ Date Taken: __________
- **Civil Rights** (or equivalent) Date Taken: __________

Student Signature: ___________________________ Date: ________________

Content Mastery Liaison Signature: ___________________________ Date: ________________
Notice of Education Fee Structure

The College of Education has established a fee structure to cover the various costs of maintaining the highest standards in Teacher Education. You can expect to be charged the following fees:

1. $50 per term Resource Fee. This fee will be charged to your student account each term you are enrolled as an Education student.

2. A course fee of $25-credit is added to all licensure-related practicum and internship courses.

3. $100 OSU Service Fee for processing licensure paperwork such as the C-2 Licensure Recommendation to Teacher Standards and Practices Commission, or out-of-state Institutional Recommendation Forms. This fee can be billed to your student account, if you will be enrolled in courses the term following your licensure request, or you may pay directly by check written to Oregon State University, when you have completed your licensure program and you request this service. The OSU Service Fee covers any licensure requests made within three months of payment of the fee. Any subsequent requests after that three-month time period will require another payment of $100.

If you have any questions regarding this fee structure, please contact Amy Beaderstadt at (541) 737-4841 Amy.Beaderstadt@oregonstate.edu

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Related Web Resources

Oregon State University Homepage:  http://--oregonstate.edu--
College of Education Homepage: http://oregonstate.edu-education-

College of Education Double Degree Advising page: http://education.oregonstate.edu/education-double-degree-advising

Teacher Standards and Practices Commission Homepage: http://www.tspc.state.or.us-

Teacher-related Oregon Administrative Rules and Oregon Revised Statutes: http://www.tspc.state.or-us-ors.asp?op=7&id=0

Current Students Quick links: http://oregonstate.edu-students-#RulesRegulations

Graduate School website: http://oregonstate.edu-dept-grad_school-

FERPA http://oregonstate.edu-dept-computing-train-ferpa-index.htm