Master of Arts in Teaching

Program Handbook

Early Childhood & Elementary
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# Elementary MAT Faculty and Staff

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OSU-Cascades

Ethos Statement

The guiding vision of OSU-Cascades is to contribute significantly to intellectual, cultural, ecological, social and economic vitality. To achieve that goal, the OSU-Cascades community will strive to model principles and practices of a thriving, equitable and sustainable society. A culture of learning and exploration provides significant rewards to its members; those rewards are best achieved when all community members (faculty, staff, administrators, students and Board of Advisors) strive to honor the following principles:

1. Respect the dignity and uniqueness of individuals. This principle applies to a diversity of cultures, belief systems, academic ranks and academic/professional disciplines.
2. Aspire to excellence and integrity in every endeavor.
3. Consider current and future generations in every deliberation.
4. Demonstrate leadership in service to community.

Master of Arts in Teaching Core Operating Principles
OSU, College of Education
Professional Teacher Education Unit

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.
Conceptual Framework

The Professional Teacher and Counselor Education (PTCE) unit at Oregon State University prepares candidates in 25 initial and advanced licensure programs housed in the College of Education and four other colleges, including one branch campus in Bend. There are about 90 faculty involved in the preparation of teachers and school counselors. The Licensure Faculty Coordinators serve as advisors and policymakers for the unit and report to the Director of Professional Education in the College of Education. The unit as reflected in the College of Education mission is to inspire and support teachers, counselors, educational leaders, researchers, and volunteers to promote lifelong learning in schools, colleges, universities, communities, and workplaces. Embracing an innovative spirit in teaching, research, service, and knowledge dissemination, we are committed to the values of diversity and social justice in a global society.

The vision of the College of Education is to be one of the most exemplary education units in the world. To realize this vision we will:

- Prepare professionals who excel as educational leaders.
- Produce culturally competent educators who embrace diversity and social justice.
- Conduct research and lead innovation that significantly affects educational policy and practice.
- Collaborate as a valued partner within the University and throughout the world.
- Attract resources through leadership in distance education, research/development, and private giving.

Foundational Values

Each of the four core values of the PTCE unit Conceptual Framework are described below, including a discussion of the knowledge base related to each and the related performance expectations for the candidates’ knowledge, skills, and dispositions (KSD) as defined by National Council for Accreditation of Teacher Education (NCATE) guidelines.

1. Ethics and Professionalism

Teacher capacity is not the storage or development of knowledge and skills. Rather, it is the development of a disposition to enact them. In order to develop P-12 students’ competence, as citizens, workers, and family members in a democratic society, candidates need to understand the context that contributes to and detracts from equality and democratic participation in schools. We believe that service to society through an ethical and moral commitment to clients (teachers) includes: A body of scholarly knowledge that forms a basis of the entitlement to practice; engagement in practical action: the need and disposition to enact knowledge; recognition of the different needs of clients and non-routine nature of the need and to develop judgment in applying knowledge; and development of a professional community that builds and shares knowledge. PTCE programs provide continuous opportunities for candidates to test ideas, to consider ethical and legal issues, to critically reflect on decisions and to take responsibility for their actions. The PTCE unit supports the development of communication and human relations skills and peer and professional collaboration through coursework, candidate and faculty interaction, and field experiences.

Expectations for KSD: Candidates demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities. Candidates demonstrate an understanding of the legal aspects of their professional roles.
2. Reflective Practitioner

Reflective teaching is central for effective teachers. Pre-service teachers should continually think about their practice. OSU pre-service teachers will be prepared to maintain constant vigilance throughout their careers as they encounter problems relating to children’s learning and teaching practices. Our graduates will learn how to create, enrich, maintain, and alter educational settings in order to provide the best learning opportunities for all learners. Thinking about practice requires active engagement and adjustments that lead to more effective teaching and subsequent student learning. We believe that reflection is the cornerstone of learning. Thus, we believe that teacher education faculty should explicitly model reflection in their teaching. Candidates engage in reflective practice throughout the professional education preparation. Through exposure to different educational traditions, education candidates in OSU’s PTCE programs reflect on those traditions. The programs foster critical evaluation of the application of theory and research to practice and professional inquiry and encourage debate among candidates and faculty.

*Expectations for KSD:* Candidates are required to adopt and enact reflective, critical stances about their own and others’ classroom practices, and about the broader educational and social issues that have an impact on schools. Candidates understand the process of reflective practice as it applies to their practice and their understanding of teaching and learning in the context of student learning.

3. Lifelong Learners

Building on reflective practice, we expect our graduates to be able to deal with the complexities and fast-paced changes found in educational settings. This requires lifelong learning and is essential because educators continually make collective and individual decisions about their work. Teachers who are lifelong learners can help learners develop as active, knowledgeable citizens of a changing and complex global society. We require our candidates to be committed to ongoing analysis and continual improvement of teaching and learning, and to have effective ways to collect and analyze information about their practice and use that information to improve practice. Additionally, OSU education graduates will have a disposition toward continual lifelong learning. They will understand human development, subject matter and instruction, and the nature of the student or client to make and evaluate decisions about teaching. Finally, they will be disposed to seek professional development opportunities to deepen their own discipline and pedagogical understanding, and seek and consider evidence of learner understanding in making instructional decisions.

*Expectations for KSD:* As lifelong learners, candidates engage in continuous professional development, collaborate with colleagues in learning communities and other professional areas, and reflect upon their practice.

4. Diversity and Equity

The PTCE unit’s broad definition of diversity is consistent with reform literature that links multicultural and special needs populations together when addressing learning differences. It is inclusive in that it refers to age, gender, ethnicity, culture, socio-economic status, and intellectual, physical, and language abilities. The unit is committed to the assumption that educators “must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our current system” (Banks et al., 2005). Education candidates learn to incorporate and develop a disposition to enact multicultural and diverse perspectives and practices
into their own teaching and learning. They organize classroom instruction to meet the needs of a variety of learners, including linguistically different, ethnically diverse, and exceptional students. To this end, the PTCE unit: 1) places candidates in community and school sites with diverse populations; 2) provides instruction in multicultural and second language approaches to teaching and learning; and 3) provides instruction in legal issues and classroom strategies designed to serve special needs children in the regular classroom.

**Expectations for KSD:** Candidates believe everyone deserves the opportunity to learn and can learn; they possess knowledge, skills, and dispositions to serve as professionals who understand and meet the needs of a diverse society. Candidates provide evidence of their understanding of these differences.

**Shared Vision.** The PTCE unit’s vision is to prepare education professionals who exemplify quality teaching and learning in the 21st century. Our commitment to the values of ethics and professionalism, reflective practice, lifelong learning, and diversity and equity express this vision and consistently support our operations and programs.

**Professional commitment and dispositions.** The PTCE unit is committed to mentoring candidates toward appropriate professional dispositions, such as valuing diversity, professional and personal growth, and the highest standards of professional conduct.

**Commitment to diversity.** The unit has an extensive and ongoing commitment to valuing diversity and in assuring candidates’ skillfulness in helping P-12 learners maximize their potential. The PTCE unit’s commitment to proficiency-based programs and the Work Sample in all licensure programs attends carefully to individual differences, constraints and affordances of the teaching and learning setting, and differentiation necessary to assure that all children learn. Structured course embedded field experiences in all programs assure candidates develop the skills necessary to modify and differentiate for diverse learners.

**Commitment to technology.** Although not explicitly stated in the conceptual framework, the PTCE unit is committed to providing learners with the knowledge and skills to incorporate technology into their practice.

**MAT Program Standards**

**Assessment**
Teachers use a variety of assessment strategies that are aligned with goals and methods of instruction, appropriate to the knowledge and skills of the students, and conducive to continuous learning.

**Content/Subject Matter**
Teachers demonstrate an understanding of concepts/subject matter, sufficient in breadth and depth, to support student learning as defined by state (as described by 21st Century public school standards) and national subject specific standards.

**Curriculum**
Teachers engage students in a research-based curriculum that is consistent with state and national goals and appropriate for the students’ needs, abilities and interests.

**Inquiry and Problem Solving**
Teachers engage students regularly and effectively in content-specific exploration, inquiry, and problem solving.
**Learning Environments**
Teachers design and manage safe, secure, and stimulating learning environments that meet the needs of all students.

**Nature of the Disciplines**
Teachers engage students in activities that reflect the values, beliefs, and assumptions inherent in the content area as well as in interdisciplinary applications.

**Pedagogy**
Teachers create effective learning opportunities using a variety of teaching methodologies and assessment strategies and their applications, helping students to derive meaning from instruction and creating a disposition for further inquiry and learning.

**Professional Practice**
Teachers participate in a professional community, improving practice through personal education and development, community outreach, mentoring of new colleagues, guiding pre-service teachers, contributing to research, and collaborating with colleagues to improve educational practices.

**Reflection**
Teachers develop the habit of a reflective practitioner, reflecting on their teaching practices and enabling students to become reflective learners.

**Social Context**
Teachers effectively collaborate with peer, family, and community resources to facilitate the learning and development of students.

**Students as Learners, Cultural Diversity, and Exceptionalities**
Teachers engage students in relating the disciplines to their life and interests (providing for differences in gender, ability, socioeconomic background, culture, and ethnic membership) as well as the needs, values, issues and interests of the community.

**Technology**
Teachers use and engage students in learning to use appropriate technological resources to expand their learning.

**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 for 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;

(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.

**Program alignment to National and State Standards**

All licensure programs in Oregon align with the Oregon Teacher Standards and Practices Commission (TSPC) proficiencies standards and national standards in respective content fields, such as the National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Council for Social Studies (NCSS) and the National Science Teachers Association (NSTA).

**National Education Association (NEA)**

**Code of Ethics**

**Preamble**

1. The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals.

2. The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

3. The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

4. The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

**Principle I: Commitment to the Student**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.
In fulfillment of the obligation to the student, the educator—
1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
   a. Exclude any student from participation in any program
   b. Deny benefits to any student
   c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

**Principle II: Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—
1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.
Interstate Teacher Assessment and Support Consortium (InTASC)

Model Core Teaching Standards

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

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

**Standard #3: Learning Environments**
*The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

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

**Standard #5: Application of Content**
*The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

**Standard #6: Assessment**
*The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.*

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

**Standard #8: Instructional Strategies**
*The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

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

**Standard #10: Leadership and Collaboration**
*The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*
Teachers Standards and Practices Commission (TSPC)

Oregon Administrative Rules (OARs)
Objectives for Initial Teacher License

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

(1) The Learner and Learning
(a) Learner Development: The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]
(b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]
(c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. [InTASC Standard #3]

(2) Content
(a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard #4]
(b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

(3) Instructional Practice
(a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. [InTASC Standard #6]
(b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]
(c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

(4) Professional Responsibility
(a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]
(b) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10]
Master of Arts in Teaching
Early Childhood & Elementary Authorizations
Program Course List

TCE 506    Portfolio Development
TCE 510    Internship & Seminar – Fall Part-time Student Teaching
TCE 510    Internship & Seminar – Winter Part-time Student Teaching
TCE 510    Internship & Seminar – Spring Full-Time Student Teaching
TCE 511    Human Development, Learning & Education
TCE 520    Classroom Management & Discipline
TCE 524    Teacher as Reflective Practitioner
TCE 527    Alternative Assessment
TCE 555    Integration of the Disciplines
TCE 557    Mathematics Strategies K-8
TCE 560    Research in Learning
TCE 563    Students with Special Needs
TCE 572    Theoretical Foundations of Language Acquisition
TCE 583    Developmental Reading
TCE 599    Strategies: Language Arts
TCE 599    Strategies: Science
TCE 599    Effective Lesson Planning
TCE 599    Intro to the Work Sample
TCE 599    Work Sample Development

Graduate School

Graduate work at Oregon State University is administered by the Graduate School. The regulations, policies, and procedures governing graduate education are implemented by the dean of the Graduate School. The dean coordinates graduate programs, courses, admission standards, and certificate and degree requirements; enforces current regulations; recommends changes in graduate policy to the Graduate Council; acts on petitions to deviate from existing regulations; and is responsible for the efficient and effective operation of the Graduate School. The Graduate School office is in room A300 of OSU’s Kerr Administration Building.

Mission
The Graduate School contributes to OSU’s goal of achieving top ten land grant status by providing leadership in all aspects of graduate education, through advocacy for the critical importance of the graduate enterprise to the university's mission, and by providing core centralized services to the graduate community. In partnership with the graduate faculty, the Graduate School plays a leadership and advocacy role to ensure that OSU attracts the best graduate students and delivers a compelling and high-quality graduate experience that prepares them to create new ideas and knowledge, to educate others, to make positive impacts on society, and to lead innovation.
As a Graduate Student you should familiarize yourself with the Graduate School webpage where you will find valuable information and many of the Graduate School forms you will need throughout your program. The Graduate School link: http://oregonstate.edu/dept/grad_school/

**Grade Requirement**
A grade-point average of 3.00 (a "B" average) is required: 1) for all courses taken as a degree-seeking graduate student, and 2) for courses included in the graduate degree or graduate certificate program of study. Grades below "C" (2.00) cannot be used on a graduate program of study. A grade-point average of 3.00 is required before the final oral or written exam may be undertaken.

**Note:** In addition, students must earn a grade of “B” or better in TCE 510 (Internship & Seminar) to have the course count toward licensure and degree completion.

**Program of Study Requirement**
During Fall term you will need to complete a Program of Study form. This will take place with the Licensure Coordinator during your Fall TCE 510 course. During Spring term, you will complete an audit of your coursework and the Program of Study by comparing it to your transcripts, in anticipation of scheduling your oral examination for graduation in Summer.

**Event Scheduling for Oral Defense**
In June, you will file your Event Scheduling Form online for your Oral Exam. Refer to email communication from your program lead, advisor or licensure coordinator for details.

**Professional Teacher Education Unit**

**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 and student teaching performance. Throughout each term, faculty members and student teaching supervisors meet to evaluate each student’s progress in academic work and student teaching effectiveness. Those students assessed as having difficulty will receive feedback concerning their progress from their advisor and other appropriate university faculty. 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.
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.) In addition, a grade of “B” or better is required in all 510 Internship courses. 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). Professional behavior includes respect, honor and integrity, altruism, responsibility and accountability, leadership, caring, compassion, communication, and excellence of scholarship. Proper dispositions include the values, commitments, and professional ethics which positively 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 Student Teaching 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.

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

The process identified in the steps below may 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:

Acceptable professional behavior includes the following and is to be documented 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:
Candidate 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.

OSU-Cascades MAT Program
Professional Use of Technology

In a world that is increasingly becoming dependent on technological tools, the OSU-Cascades MAT program has defined some protocols surrounding the use of technology in program coursework, in the student teaching placement and in the virtual world. It is not our intention to mandate your personal use of technology outside the program, but to emphasize the appropriate use of these tools in our program and the rights and responsibilities that are associated with technology surrounding education and educators.

In the University:

The use of technological tools during MAT course time is determined by the Instructor. Students are to utilize electronics for learning purposes in the classroom as specified during instruction or lecture. In accordance with professional expectations, students are prohibited from checking email, texting or Facebook posting during class time. Adherence to this policy is essential to your learning and the learning of your cohort members!
In the Schoolhouse:

Students are to communicate with their Cooperating Teacher and/or building Administrator in person or via phone when reporting absences and/or late arrivals/early departures from the placement site, and refrain from the use of email or texting as the first mode of communication in the schoolhouse. The full absence policy is outlined in this Handbook.

The use of personal computers is limited to necessary documentation or observation/reflection while in the placement - the student will NOT complete homework while in the classroom. Students will observe the same professional behavior whether in the schoolhouse or university classroom.

Students will NOT conduct personal business via cell phone or computer during placement hours. Remember, you are a model for your future students!

In the virtual world of Social Networking:

Due to the ever increasing number of court/civil cases involving inappropriate use of material posted to the web, it is STRONGLY suggested that students refrain from social networking during the course of this program. The posting of pictures of classmates, placement settings and details of placement assignments is prohibited without the written consent of those concerned. Students are encouraged to refer to materials provided in ethics and civil rights courses for precedents concerning “netiquette” and the educational setting.

OSU – Cascades

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. Per-credit Course Fee for 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 and/or out-of-state Institutional Recommendation Forms. The OSU Service Fee covers any licensure requests made within 90 days of payment of the fee. This includes any and all out-of-state recommendations. Any subsequent requests after that 90 day time period will require another payment of $100.

4. $100 TSPC Fee for processing your C-1 application for licensure.

5. If you have any questions regarding this fee structure, please contact Donna Harris, Licensure Coordinator, at (541) 322-3173 or donna.harris@osucascades.edu
Final Evaluation Procedures for Portfolio & Oral Examination

Upon successful completion of all licensure and testing requirements, students will be recommended for an Initial I Teaching License with Authorizations in Early Childhood Education and Elementary Education. Students may receive their Master of Arts in Teaching Degree by completing an additional 6 hours of coursework and passing an Oral Examination focused on their Professional Portfolio.

In the second Summer term, you will complete two final courses for your Master’s degree: TCE 524, Teacher as Reflective Practitioner, and TCE 506, Portfolio Development. After your portfolio is complete you will have an Oral Examination for your Master’s degree. During your Oral Examination, you will present the portfolio you have developed during your program of study. The portfolio will include supporting documents you gather or produce during your student teaching and coursework. These supporting documents are records of your teaching and learning about teaching that you produce in your student teaching and in your classes. Therefore, be careful to save everything you produce in this program. Many of the items you produce or collect during your student teaching and/or classes may become important supporting documents to present at your Oral Examination for your Master of Arts in Teaching degree.

Eligibility
A student is eligible to submit his/her portfolio and take his/her oral examination when he/she has verified completion of the following:

1. All coursework must be completed in a satisfactory manner with a grade of “C” or better with an overall GPA of 3.00. Additionally, a grade of “B” or better is required in any 510 Internship course. Final credit hours must be in the process of being completed.

2. All incomplete grades must be officially removed and be on record with the Registrar’s Office.

3. The student’s Program of Study must be approved by his/her Program Lead and signed by the College of Education. Any changes or corrections to the Program of Study must be approved and on file in the Graduate Office.

The Attributes of a Portfolio
“Your portfolio is not a scrapbook of college course assignments and memorabilia. Rather, we characterize a presentation portfolio as an organized documentation of growth and achievement that provides tangible evidence of the attainment of professional knowledge, skills, and dispositions. Each portfolio is goal-driven, original, and reflective” (Campbell, Melenyzer, Nettles, & Wyman, 2000, p. 13).

The Purpose of the Portfolio
The purpose of the portfolio is to help you integrate what you have learned and to help you display your work in a manner which best represents your abilities as an educator. Furthermore, the portfolio should represent your work in its most positive manner. The various components of your portfolio will serve as a reflection of your knowledge of curriculum, pedagogy, dispositions, developmental needs of students, and research. The audience for your portfolio is the Oral Exam Committee.
Preparing Your Professional Portfolio

Your portfolio should be organized around the five Oregon TSPC teacher standards/competency areas for Student Teachers set forth in Oregon Administrative Rule (OAR) 584-017-100. Both the OSU Three-Way Evaluation Form (see MAT Handbook) and the Student Teaching Summary Report (see MAT Handbook) are based on this OAR. The OAR may be found on the TSPC website at: http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_017.html

The Five Student Teacher Competencies

Note: The five competencies listed below are paraphrased from the original. Refer to the Three-Way Evaluation Form in the program forms section of this handbook for the complete text.

1. The candidate plans instruction that supports student progress in learning and that is appropriate for the students’ developmental level(s).
2. The candidate establishes a classroom climate that is conducive to learning.
3. The candidate engages students in planned learning activities.
4. The candidate evaluates student progress.
5. The candidate exhibits professional behaviors, ethics and values.

Required Structure of the Professional Portfolio

1. Cover page
2. Table of Contents
3. Brief Autobiographical Sketch
4. Educational Philosophy
5. 5 Reflective essays (see required structure below)
6. References

Required Structure for each of the 5 Reflective Essays (see number 5 above)

1. Type out the Competency text listed above.
2. Select 2-3 Supporting Documents on which you will base your reflective essay. Please see Professional Portfolio Supporting Documents Checklist for examples.
3. Reflect on the competency. Highlight your growth and plans for future development as a professional educator, referencing how each of the supporting documents chosen illustrates your growth and plans for development.
Professional Portfolio Supporting Documents Checklist

This checklist is designed to assist in planning and developing the Professional Portfolio for the Oral Examination.

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Oral Examination

All students qualifying for the MAT degree must pass an oral examination. The examination is scheduled for a two-hour block of time. The student’s major professor and a committee of two other people will conduct the examination. At least one of the other members must be a member of the faculty. A Faculty Associate (an adjunct faculty member) may complete the committee.

I. The purpose of the Oral Examination is to:
   1. Share the contents of the Candidate’s Professional Portfolio,
   2. Celebrate the Candidate’s growth as a professional educator, and
   3. Provide the Candidate useful feedback on the contents of the Candidate’s Professional Portfolio.

II. The purpose of the Oral Exam Committee is to appraise the student’s competence as a teacher in terms of:
   1. Integrated knowledge and application of subject matter knowledge, and
   2. The ability of the student to self-evaluate his/her own teaching effectiveness.

III. Format for the Oral Examination:
   1. The Candidate will welcome the Committee and provide introductions as necessary
   2. The Candidate will begin with a brief overview of his/her own “story” about entering the MAT program to become a professional educator – for example, the why, when, and how the Candidate decided to become a teacher
   3. The Candidate will add to his/her “story” by integrating key learnings from the program: For example, cultural competency, commitment to students and their learning, managing and monitoring student learning, reflection, collaboration, aspects of the PTCE unit Conceptual Framework and/or other aspects from the five TSPC competency areas with research based references.
   4. The Candidate will use his/her Professional Portfolio and supporting documents to explain these key learnings by teaching a demonstration lesson. The Candidate will explain how these key learnings relate to an aspect or aspects of the five TSPC competency areas.
   5. The Candidate will take questions from his/her Committee
   6. The Candidate will thank the members of his/her Committee for their service
   7. The Members of the Committee will sign off on the “Successful Completion of the Oral Examination” form
   8. The Candidate will sign the “Successful Completion of the Oral Examination” form
   9. The Cohort members will complete a feedback form for the Candidate and give the feedback forms to the Program Director for review
**Student Teaching Requirements**

Student Teachers have **two** Cooperating Teachers during the Student Teaching experience. One Cooperating Teacher serves during the **Fall and Spring terms** and another Cooperating Teacher serves in the **Winter term**.

During **Part-Time** Student Teaching in the Fall and Winter terms, Student Teachers are required to complete Student Teaching consisting of at least **5 hours per day** Monday – Thursday, each day the placement school is in session. Fridays are reserved for Student Teaching Seminar and Work Sample coursework as well as alternate placement hours, as Student Teachers are required to spend at least 5 hours per **month** in the “other” placement during Fall and Winter terms. Student Teachers remain in the placement until school is dismissed for Winter and Spring breaks.

While serving in his/her Part-Time Student Teaching, Student Teachers are to be introduced to all the required competencies for initial licensure by his/her Cooperating Teacher. (See Student Teaching Summary Report for competencies)

During **Full-Day** student teaching in **Spring** term, Student Teachers are expected to be at the school the entire school day, mirroring the schedule of the Cooperating Teacher, and are to remain in their placement until the end of the academic school year.

During **“Full-Day”** student teaching, Student Teachers assume an increasingly greater responsibility for all classroom activities, including a minimum of **three consecutive weeks** that the Student Teacher assumes the full range of professional educator responsibilities mirroring that of the Cooperating Teacher for the **entire school day**. During this time the Cooperating Teacher continues in his/her collaborative stance with the Student Teacher. The Cooperating Teacher should continue to give the Student Teacher feedback through collaboration in developing and demonstrating the competencies required for initial licensure. (See Student Teaching Summary Report for competencies)

Student Teachers are to communicate with their Mentors regarding necessary time off from their placement for the completion of coursework requirements during dead/finals weeks, as well as the purposes of interviewing and/or attending job fairs.

**Student Teacher Absence Policy**

Any school days missed because of an emergency or illness must be reported to the Cooperating Teacher and University Supervisor before 7 a.m. on the day of the absence or at a time set in advance by the Cooperating Teacher. The Student Teacher “reports” the absence to the Cooperating Teacher by phone (either at home or via school voicemail); with a follow up email sent to Cooperating Teacher and copied (cc’d) to University Supervisor. Emails and/or text messages are **NOT** to be the mode of communication with Schoolhouse personnel regarding absences! Student Teachers are **not** responsible for calling for a substitute teacher.

Prearranged absences from the Student Teaching placement during any term must be cleared with the Program Lead, with written notification to Cooperating Teacher and University Supervisor (email will suffice) detailing the reason for and date/time of the absence. Student Teachers are to note ALL absences on the Log of Hours form. (See form example)
**Student Teaching Benchmarks**

Our commitment is to your success. Because this program is an intensive licensure program, all courses and placement experiences are designed to be sequential and built upon the learning from prior terms. Accordingly, we have delineated the following term by term expectations for professional achievement. Student Teachers and Cooperating Teachers will find listed in the benchmarks the majority of the basic requirements and expectations for this program. Each set of Benchmarks for the given term will have a breakdown of specific Student Teacher and Cooperating Teacher responsibilities.

It is essential that Student Teachers meet all benchmarks in each term to maintain their standing in the program. It is the Student Teacher’s responsibility to fulfill all benchmarks. If, for some reason, there is a concern about the Student Teacher’s ability to meet any benchmark, he/she should schedule a conference with the Program Lead to discuss the situation.

**BEFORE Beginning Student Teaching:**

- Complete all testing requirements: **Official Score report** to Jessie Buhrle by **June 30**.
  - Basic Skills test (CBEST or EAS)
  - Protecting Student Civil Rights exam
  - Elementary Education I & II
    - Subtest I
    - Subtest II
- Obtain/Renew CPR card. Provide copy to Donna Harris or Jessie Buhrle.
- Purchase National Education Association (NEA) Student Membership and Liability Insurance ($15). Provide copy of confirmation of purchase to Donna Harris.
- Submit fingerprints for TSPC background check to Donna Harris.
  - $59 check payable to TSPC
  - $15 fingerprinting collection fee (**paid directly to collection agent**)
- **Read your E-mail at least once each day.** Forward ONID email if desired.
- Keep in ongoing contact with the Coordinator of Placement, Nancy Hackbarth, concerning the progress and confirmation of your Student Teaching Placements.

*The following section is divided into term-by-term benchmarks for Fall, Winter and Spring.*
**FALL term Overview:**

- Student Teachers are to spend the in-service week with their Cooperating Teachers before the students start back to school. Student Teachers may attend district meetings, faculty meetings and observe and assist their Cooperating Teachers in setting up the classroom.

- Student Teachers are to spend the first three weeks of school, before University classes begin, with their Cooperating Teachers observing and participating in school start-up procedures. These first three weeks are among the most important of the school year as it is then that classroom procedures are established and students are getting to know each other, the teachers, the environment, and the rules, procedures and policies.

- When Fall classes at OSU - Cascades begin, on September 30th, the Student Teachers will then start the regular schedule of spending the following hours in their placement site:
  - Monday - Thursday: 5 hours per day
  - Wednesday: attend School Improvement meetings in addition to 5 hours
  - Friday: afternoons

- Cooperating Teachers and Student Teachers need to work cooperatively to schedule time for the Student Teacher to visit their Winter placement during the Fall term.

- Cooperating Teachers may need to grant Student Teachers time off from their placements during “Dead” Week (11/26-11/30) and Finals Week (12/3-12/7) as Student Teachers prepare for final exams and projects.

- Student Teachers are to retain the pink copy of all forms for their records.

**Required Components:** (See Student Teaching Notebook)

- Log of Hours
- Weekly Professional Dialog and Goal Sheet
- Cooperating Teacher Formal Observation Packet
- University Supervisor Formal Observation Packet
- Evaluation of Cooperating Teacher
- Evaluation of University Supervisor
- Second Authorization Contract

**Form Submission:**

- **White** – MAT office
- **Yellow** – Cooperating Teacher or University Supervisor
- **Pink** – Student
**FALL Student Teaching Benchmarks** (including the August and September Experience):

___ Set up and review Student Teaching Notebook with Cooperating Teacher.

___ Review all Fall Term benchmarks. Establish mutually agreeable times for planning on a regular basis.

___ Review Fall Term schedule.

___ Schedule time for the Student Teacher to leave the Fall placement to go and work with the Winter Cooperating Teacher to discuss the topic for the Winter term Work Sample, meet the students in the Winter placement, etc.

___ Establish written contact with all parents or guardians of students in classroom. Observe parent conferences, if possible.

___ Record **Log of Hours**. (See Student Teaching Notebook)

___ Prepare the classroom environment for students.

___ Establish assessment and management plans.

___ Attend orientation activities, on-site seminars, and school staff meetings.

___ Talk about special needs students in the classroom. Review student files and attend IEP meetings if possible.

___ Talk about how curriculum is planned in all subjects for the year. Establish an outline of the year, a long-range plan, (scope and sequence).

___ Schedule times for the **Weekly Professional Dialog**.

___ Establish a topic for the Spring term Work Sample with your Cooperating Teacher and begin to gather resources based on long-term curriculum plans.

___ Cooperating Teacher observes the Student Teacher informally and provides feedback on teaching.

___ Schedule opportunities for the Cooperating Teacher and University Supervisor to observe the Student Teacher formally three (3) times each.

___ Cooperating Teacher and University Supervisor each observe Student Teacher teach three (3) **formal lessons**. The Student Teacher is to use a formal Lesson Plan for each of these observations. (See Student Teaching Notebook)

___ In a joint meeting with the University Supervisor, set professional improvement goals based on Weekly Professional Dialog and record on **Goal sheet**. (See Student Teaching Notebook)

**FALL Cooperating Teacher Benchmarks:**

___ Establish a working space in the classroom for your Student Teacher.

___ Engage your Student Teacher immediately in regular classroom routines.
Suggest to your Student Teacher some initial teaching opportunities and provide lesson plan ideas.

Review your school’s handbook with your Student Teacher.

Encourage your Student Teacher to create a file of curriculum ideas by subject area.

Remember, throughout the term and as you complete the final evaluations for this term, to evaluate your Student Teacher as a beginner – a beginning pre-service Student Teacher!

Maintain contact with your Student Teacher’s University Supervisor, especially if problems or concerns surface during the term.

Help your Student Teacher gather material for the “Contextual Aspects” section of the Spring term Work Sample by sharing information about the school district, school and classroom.

Talk with your Student Teacher about how your teaching practices and decisions reflect your teaching philosophy. Help your Student Teacher become reflective about the teaching/learning process.

Complete three formal observations with your Student Teacher. Debrief the observation with the Student Teacher and give the Student Teacher a copy of your observation notes. Assess each observation and complete the required forms. (See Student Teaching Notebook) Reminder: Student Teachers are required to write formal lesson plans for each observation using the OSU - Cascades Lesson Plan format.

**FALL Student Teacher Benchmarks:**

Read your E-mail at least once each day.

Establish collaborative relationships with your Cooperating Teacher and all members of the learning community at school site.

Maintain a standard of professional ethics demonstrated through words and actions.

Begin to create a file system of curriculum ideas, organized by subject, to help you in your first years of teaching.

Engage yourself immediately in regular classroom routines.

Begin compiling professional portfolio supporting documents, using the Five Competencies.

Apply knowledge of lesson plan design to the teaching of lessons in small and large groups.

Continue to demonstrate ability to observe and reflect upon classroom interactions.

Complete your Master’s degree Program of Study with the Licensure Coordinator in TCE 510.

Meet with your Winter Cooperating Teacher and Building Administrator to complete and sign the Second Authorization Contract.

Remain in your placement until Winter Break at the Schoolhouse.
Manage and collect all relevant paperwork: Retain *pink copy* of all forms for your records!

- □ Formal Lesson Observation forms
  - o Cooperating Teacher
  - o University Supervisor
- □ Weekly Professional Dialog and Goal Sheet
- □ Log of Hours
- □ Second Authorization Contract
- □ Evaluation of the Cooperating Teacher
- □ Evaluation of University Supervisor

Make up all Incompletes from previous terms.

Maintain a “B” average or better.

*Note: In addition, graduate students must earn a grade of “B” or better in TCE 510 (Student Teaching) to have the course count toward licensure and degree completion.*

**Notes:**
**WINTER term Overview:**

- Student Teachers are to be in their placements **five hours per day** Monday through Thursday and Friday afternoons. Friday mornings are reserved for University Coursework. Student Teachers will attend School Improvement Wednesday meetings with their Cooperating Teacher.

- Cooperating Teachers and Student Teachers need to work cooperatively to schedule time for the Student Teacher to visit their Spring placement during Winter term.

- Cooperating Teachers may need to grant Student Teachers time off from their placements during “Dead” Week (3/11-3/15) and Finals Week (3/18-3/22) as Student Teachers prepare for final exams/projects and the first Work Sample.

- Student Teachers teach their first Work Sample, which has a minimum of **ten (10) unified lessons**. (The Work Sample also requires an identical pre and post assessment, for a total of 12 lesson segments.)

- The Student Teacher and Cooperating Teacher mutually agree on the topic and schedule for teaching the Work Sample.

- The time to be allowed for each Work Sample lesson is determined by the age and stage of development of the students with input from the Cooperating Teacher.

- Student Teachers are to retain the *pink copy* of all forms for their records.

**Required Components:** (See Student Teaching Notebook)

- Log of Hours
- Weekly Professional Dialog and Goal Sheet
- Three-Way Evaluation
- Cooperating Teacher Formal Observation Packet
- University Supervisor Formal Observation Packet
- Evaluation of Cooperating Teacher
- Evaluation of University Supervisor
- Work Sample Documentation Form
- Work Sample Sign-off Sheet

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**Form Submission:**

- **White** – MAT office
- **Yellow** – Cooperating Teacher or University Supervisor
- **Pink** – Student
**WINTER Student Teaching Benchmarks:**

___ Review all Winter Term benchmarks. Establish mutually agreeable times for planning on a regular basis.

___ Review Winter Term schedule and Student Teaching Seminar syllabi.

___ Record **Log of Hours**. (See Student Teaching Notebook)

___ Schedule time to go and work with the Spring Cooperating Teacher to discuss the topic for the Spring term Work Sample, maintain contact with the students, etc.

___ Discuss the existing assessment and management plans.

___ Attend orientation activities, on-site seminars, and school staff meetings.

___ Talk about special needs students in the classroom. Review student files and attend IEP meetings if possible.

___ Schedule times for the **Weekly Professional Dialog**.

___ Establish written or verbal contact with all parents or guardians of students in classroom. Observe parent conferences, if possible.

___ Establish collaborative relationships with all members of the learning community at school site.

___ Cooperating Teacher observes the Student Teacher informally and provides feedback on teaching.

___ Make sure your Cooperating Teacher and your University Supervisor approve and sign off on your Work Sample on the **Work Sample Sign Off** form and the **Work Sample Documentation for Licensure File** form. (See Student Teaching Notebook)

___ Schedule opportunities for the Cooperating Teacher and University Supervisor to observe the Student Teacher formally three (3) times each.

___ Cooperating Teacher and University Supervisor each observe Student Teacher teach three (3) formal lessons. The Student Teacher is to use a formal Lesson Plan for each of these observations. (See Student Teaching Notebook) *Each observer must observe at least one Work Sample lesson.*

___ Schedule and complete the **Three-Way Evaluation** twice during Winter Term with Student Teacher, Cooperating Teacher and University Supervisor. Set professional improvement goals and record on Three-Way Evaluation. (See Student Teaching Notebooks)

___ In a joint meeting with the University Supervisor, set professional improvement goals based on **Weekly Professional Dialog** and record on **Goal sheet**. (See Student Teaching Notebook)

**WINTER Cooperating Teacher Benchmarks:**

___ Establish a working space in the classroom for your Student Teacher.

___ Engage your Student Teacher immediately in regular classroom routines.
___ Suggest to your Student Teacher some initial teaching opportunities and provide lesson plan ideas.

___ Review your school handbook with your Student Teacher.

___ Maintain contact with your Student Teacher’s University Supervisor, especially if problems or concerns surface during the term.

___ Encourage your Student Teacher to create a file system of curriculum ideas by subject area.

___ Provide your Student Teacher with regular feedback on teaching and planning. Review your Student Teacher’s progress on the goals established at the end of Fall Term.

___ Help your Student Teacher gather material for the “Contextual Aspects” section of the Work Sample by sharing information about the school district, school and classroom.

___ Talk with your Student Teacher about how your teaching practices and decisions reflect your teaching philosophy. Help your Student Teacher become reflective about the teaching/learning process.

___ Complete three **formal observations** with your Student Teacher. Debrief the observation with the Student Teacher and give the Student Teacher a copy of your observation notes. Assess each observation and complete the required forms. (See Student Teaching Notebook) **Reminder:** Student Teachers are required to write formal lesson plans for each observation using the OSU-Cascades Lesson Plan format.

**WINTER Student Teacher Benchmarks:**

___ **Read your E-mail at least once each day.**

___ Continue to add material to your file system of curriculum ideas, organized by subject to help you in your first years of teaching.

___ Continue development of your professional portfolio and collection of supporting documents.

___ Continue to demonstrate ability to observe and reflect upon classroom interactions.

___ Demonstrate capabilities in the following:

- classroom management
- curriculum planning and instruction
- student engagement
- assessment
- adaptations for special needs, ESL, and gifted students
- professional ethics and dispositions

___ Teach and complete the formal write-up of your first Work Sample.

___ Ask your Cooperating Teacher for a letter of recommendation.

___ Ask the Principal to observe you and provide you with an evaluation and a letter of recommendation as well, if appropriate.
Maintain a standard of professional ethics demonstrated through words and actions.

Make up all Incomplete grades from previous terms.

Manage and collect all relevant paperwork: Retain pink copy of all forms for your records!

- Formal Lesson Observation forms
  1. Cooperating Teacher
  2. University Supervisor
- Weekly Professional Dialog and Goal Sheet
- Three-Way Evaluation
- Log of Hours
- Evaluation of the Cooperating Teacher
- Evaluation of University Supervisor
- Work Sample Sign-off
- Work Sample Documentation for Licensure

Maintain a “B” average or better.

Note: In addition, graduate students must earn a grade of “B” or better in TCE 510 (Practicum/Student Teaching) to have the course count toward licensure and degree completion.

Remain in your placement until the schoolhouse lets out for Spring Break.

Notes:
SPRING term Overview:

- During Full-Day student teaching, Student Teachers are expected to be at the school the entire school day, mirroring the schedule of the Cooperating Teacher.
- During Spring term, Student Teachers teach their second Work Sample, which has a minimum of **10 unified lessons**, as well as an identical pre/post assessment, for a total of 12 lesson segments. The Work Sample must include the integration of a Literacy focus into any one content area.
- The Student Teacher and Cooperating Teacher mutually agree on the topic and schedule for teaching the Work Sample.
- The time to be allowed for each Work Sample lesson is determined by the age and stage of development of the students with input from the Cooperating Teacher.
- For at least six weeks of this “**Full-Day**” student teaching, Student Teachers must be assuming an increasingly greater responsibility for all classroom activities. During this time the Cooperating Teacher continues in his/her collaborative stance with the Student Teacher. For example, at the Cooperating Teacher’s discretion the Student Teacher will begin being responsible for a particular curriculum content area or certain activities or routines. The Cooperating Teacher’s role at this time is still one of both **mentor** and **evaluator**. The Cooperating Teacher should continue to give the Student Teacher feedback through collaboration in developing and demonstrating the competencies required for initial licensure. Please see the Student Teaching Summary Report (See Student Teaching Notebook) for a detailed list of the required competencies for initial licensure.
- For a minimum of **three additional consecutive weeks**, Student Teachers are required to assume the full range of professional educator responsibilities for the **entire school day**. During this time, the Cooperating Teacher is to continue in a collaborative stance with the Student Teacher. The Cooperating Teacher’s role during this three week period is to continue to observe, advise, and mentor the Student Teacher, and evaluate the Student Teacher’s effectiveness in moving to the role of a professional educator.

**Required forms** (See Student Teaching Notebook):

- Log of Hours
- Cooperating Teacher Formal Observation Packet
- University Supervisor Formal Observation Packet
- Work Sample Documentation Form
- Work Sample Sign-off Sheet
- Three-Way Evaluation Checklist
- Student Teaching Summary Report
- Evaluation of Cooperating Teacher
- Evaluation of University Supervisor

**Form Submission:**

- **White** – MAT office
- **Yellow** – Cooperating Teacher or University Supervisor
- **Pink** – Student
SPRING Student Teaching Benchmarks:

Note: During Spring Term, Student Teachers are required to be at the school all day every school day, mirroring the hours required of the Cooperating Teacher (typically 8:00 a.m. to 4:00 p.m. daily). Student Teachers are required to take part (co-teach) in all aspects of teaching, including preparation, instruction, assessment, classroom management, and reporting.

___ Review the requirements for full-time student teaching. Develop a teaching schedule in which the pace and content of teaching responsibilities during the 11-week student teaching term is determined.

___ Review all Spring Term benchmarks. Establish mutually agreeable times for planning on a regular basis.

___ Review Spring Term schedule and Student Teaching Seminar syllabi.

___ Record Log of Hours. (See Student Teaching Notebook)

___ Prepare and maintain classroom environment for students.

___ Establish and sustain assessment and management plans for the Spring Term.

___ Continue to build collaborative relationships with all members of the learning community at school site.

___ Establish written or verbal contact with all parents or guardians of students in classroom.

___ Attend orientation activities, on-site seminars, and school staff meetings.

___ Talk about special needs students in your classroom. Review student files and attend IEP meetings if possible.

___ Participate in and/or conduct parent conferences, if possible.

___ Cooperating Teacher observes the Student Teacher informally and provides feedback on teaching.

___ Schedule opportunities for the Cooperating Teacher and University Supervisor to observe the Student Teacher formally **three (3) times** each. Student Teachers are to use a formal lesson plan for each of these observations. Complete all required forms. (See Student Teaching Notebook) *Each observer must observe at least one Work Sample lesson.*

___ Schedule and complete two **Three-Way Evaluation** conferences, one in the **second to fourth** weeks of the term and one at the **end** of the term, completed and signed by your Cooperating Teacher and University Supervisor.

___ Cooperating Teacher and University Supervisor in collaboration with the Student Teacher complete the **Student Teaching Summary Report**. (See Student Teaching Notebook)

___ Cooperating Teacher and University Supervisor approve and sign off on the Work Sample forms; the **Work Sample Sign Off** form and **The Work Sample Documentation for Licensure File form**. (See Student Teaching Notebook)
SPRING Cooperating Teacher Benchmarks:

___ Maintain contact with your Student Teacher’s University Supervisor, especially if problems or concerns surface during the term.

___ Complete three formal observations with your Student Teacher. Debrief the observation with the Student Teacher and give the Student Teacher a copy of your observation notes. Grade each observation and complete the required forms. (See Student Teaching Notebook) One observation must be of a Work Sample lesson. Reminder: Student Teachers are required to write formal lesson plans for each observation using the OSU - Cascades Lesson Plan format.

___ Work together and support your Student Teacher in being flexible with the schedule to allow your Student Teacher to attend all job fairs and interviews they receive.

___ Provide your Student Teacher with regular feedback on teaching and planning. Review your Student Teacher’s progress on the goals established, (recorded in the Three-Way Evaluation), at the end of Winter Term.

___ Sign off on the Student Teacher’s Work Sample. (See Student Teaching Notebooks)

___ Complete two Three-Way Evaluation conferences, one in the second to fourth weeks of the term and one at the end of the term.

___ Together with the University Supervisor and in collaboration with the Student Teacher complete the Student Teaching Summary Report. (See Student Teaching Notebook)

SPRING Student Teacher Benchmarks:

___ Read your E-mail at least once each day.

___ Continue to demonstrate ability to observe and reflect upon classroom interactions.

___ Demonstrate capabilities in the following:

☐ classroom management
☐ curriculum planning and instruction
☐ student engagement
☐ assessment
☐ adaptations for special needs, ESL, and gifted students
☐ professional ethics and demeanor

___ Continue to add material to your file system.

___ Reflect on teaching and other issues related to teacher education in seminar setting.

___ Teach and complete formal write-up of your second Work Sample.

___ Continue work on your collection of Professional Portfolio supporting documents.

___ Complete the Evaluation of your Cooperating Teacher and Evaluation of University Supervisor.
Ask your Cooperating Teacher for a letter of recommendation. It is recommended that you ask the Principal to observe you and provide you with an evaluation and a letter of recommendation as well.

Manage and collect all relevant paperwork: Retain the pink copy for your records!

- Formal Lesson Observation forms
  1. Cooperating Teacher
  2. University Supervisor
- Three-Way Evaluation
- Log of Hours
- Evaluation of the Cooperating Teacher
- Evaluation of University Supervisor
- Work Sample Sign-off
- Work Sample Documentation for Licensure
- Student Teaching Summary Report

Make up all Incomplete grades from previous terms.

Maintain a “B” average or better.

*Note: In addition, graduate students must earn a grade of “B” or better in TCE 510 (Practicum/Student Teaching) to have the course count toward licensure and degree completion.*

Remain at your teaching site until the last day of school for your Cooperating Teacher.

Licensure will not be recommended if any work or forms are incomplete or outstanding from any term during the entire program.

Notes:
June 2013

**Retreat – Monday June 24th**  **Orientation – Tuesday June 25th**

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*University classes start*
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- **26**: Student
- **27**: Teaching
- **28**: Begins!
September 2013

*Student teach as much as possible during these first weeks!*

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December 2013

*Remain in your classroom until the winter break!*

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<tr>
<td>School Starts</td>
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<td>University classes start</td>
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<td><strong>M L King Day</strong></td>
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<td>No School</td>
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<tr>
<td>Valentine’s Day</td>
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<tr>
<td>Presidents’ Day</td>
<td>No School</td>
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<td></td>
<td>Work Sample Due!</td>
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</tr>
</tbody>
</table>
March 2014

*Remain in your classroom until Spring break!*

<table>
<thead>
<tr>
<th>Monday</th>
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<td></td>
<td>Licensure paperwork due!</td>
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<td>No School</td>
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<td>17</td>
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<td>21</td>
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<td></td>
<td>St Patrick's Day</td>
<td>Finals week</td>
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<td>SPRING</td>
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<td>BREAK</td>
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<td>31</td>
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<td>University classes start</td>
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</tbody>
</table>

*Seminar course*
Mother’s Day, Sunday May 11th – Be sure to connect with your Cooperating Teacher regarding your students and things to keep in mind in planning activities!

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
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</tbody>
</table>

- **May 26**: Memorial Day
- **May 27**: Seminar course
- **May 28**: Licensure paperwork due!

- **May 29**: Memorial Day
- **May 30**: No School
Remain in the classroom until dismissed for Summer Break!

**Commencement!** - **Saturday, June 14th**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>“Dead” week</td>
<td></td>
<td></td>
<td></td>
<td>ALL remaining licensure paperwork due!</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
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<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Finals week</td>
<td></td>
<td></td>
<td>Last Day of School!</td>
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<td>23</td>
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<td>27</td>
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<tr>
<td>Summer session begins</td>
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</tbody>
</table>
Examples of OSU – Cascades MAT Program Forms

The following section is a compilation of examples of all program forms used by Student Teachers, their Cooperating Teachers and University Supervisors. The Student Teaching Notebook will contain enough copies of the actual forms to be used during each term. Official Forms will be in NCR format with the copies to be distributed as follows: WHITE – MAT Licensure Coordinator; YELLOW – Cooperating Teacher/University Supervisor; PINK – Student Teacher. Additional Program Forms will be available should an extra form be necessary.

Some of the forms have been partially filled out to give an accurate representation of how the completed forms should look. Please refer to these pages when completing program forms in the Student Teaching placement.

<table>
<thead>
<tr>
<th>Form</th>
<th>Page#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log of Hours</td>
<td>54</td>
</tr>
<tr>
<td>OSU – Cascades Lesson Plan Format</td>
<td>55</td>
</tr>
<tr>
<td>Formal Lesson Observation Scoring Scale</td>
<td>58</td>
</tr>
<tr>
<td>Formal Lesson Observation Cover Sheet</td>
<td>62</td>
</tr>
<tr>
<td>Formal Lesson Observation Documentation Form</td>
<td>64</td>
</tr>
<tr>
<td>Weekly Professional Dialog Checklist</td>
<td>68</td>
</tr>
<tr>
<td>Overview/Evaluation of Work Sample</td>
<td>73</td>
</tr>
<tr>
<td>Work Sample Documentation for Licensure File</td>
<td>76</td>
</tr>
<tr>
<td>Work Sample “Sign-off” Form</td>
<td>78</td>
</tr>
<tr>
<td>Three-Way Evaluation Form</td>
<td>80</td>
</tr>
<tr>
<td>Student Teaching Summary Report</td>
<td>86</td>
</tr>
<tr>
<td>Evaluation of the Cooperating Teacher</td>
<td>90</td>
</tr>
<tr>
<td>Evaluation of the University Supervisor</td>
<td>93</td>
</tr>
</tbody>
</table>
## Log of Hours

**Student Teacher:** Sally Johnson  
**Cooperating Teacher:** Mrs. Bedelia  

**School:** Valley View Elementary  
**Authorization:** ECE ELE  
**Term:** Fall

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Record Daily hours below</th>
<th>Total hours for Week</th>
<th>I Taught:</th>
<th>Weekly Dialogue</th>
<th>Cooperating Teacher Initials</th>
<th>Student Teacher Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/30</td>
<td>M 8 T 5 W 8 TH 5 F 4</td>
<td>30</td>
<td>Number corner, daily word wall and led community circle</td>
<td>☺</td>
<td>AB</td>
<td>SJ</td>
</tr>
<tr>
<td>10/7</td>
<td>M 8 T 5 W 8 F 4</td>
<td>25</td>
<td>Number corner, community circle, and science experiment</td>
<td>☺</td>
<td>AB</td>
<td>SJ</td>
</tr>
</tbody>
</table>

**Total Hours recorded for Term:** 55  
**Cooperating Teacher Signature:** Amelia Bedelia
Lesson Plan Format

This is the lesson plan format that must be used for all Formal Lesson Observations and Work Sample lessons.

The lesson plan format is available electronically and the spaces can be expanded to fit all lesson plan content.

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Lesson Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Age Level:</td>
<td>L2 Language Levels:</td>
</tr>
<tr>
<td>Time:</td>
<td>Total Minutes:</td>
</tr>
</tbody>
</table>

STANDARDS & OBJECTIVES

Common Core State Standard(s) (CCSS(s)):

Literacy Standard or Focus: skill utilized through course of lesson; strategy practiced by students

Previous Assessment used to inform Lesson Objective:

Lesson Objective:

Given *(How did you set up the activity or assignment? A lecture on..., a discussion about..., a PowerPoint on...)*, the student will be able to *(TSWBAT)* *(activity or concept using Bloom's vocabulary...construct, identify new vocabulary, explain the importance of...)*, as evidenced by *(What will you use to know that the students have met the objective outlined above? ...a score of 3 or above on a teacher created rubric, the use of at least 8 of the 10 new vocabulary words, etc.)* This should directly relate to the Checking for Understanding in Output.

Bloom's Level:

CONSIDERATIONS (teacher supportive actions; scaffolding for optimal learning)

ESOL:

Language Objective(s): this component will not need to be addressed until information is provided

Key Vocabulary: consider key vocabulary developmentally appropriate to this lesson

Prerequisite Skills: outline skills necessary for the lesson

TAG:

Special Needs:

Cultural/Diversity Considerations: examine content through a multi-cultural lens

Extension Activities: what students will do when finished with lesson activity/assignment

MATERIALS (list all materials required in order to make instruction comprehensible including, but not limited to visuals, realia, manipulatives, technology, tools, etc.)

- Teacher
- Student
- Technology
ANTICIPATORY SET  (outline all steps for introduction of lesson)

Present Hook:
Access Prior Knowledge:
Assess Prior Knowledge:
Develop Necessary Background Knowledge & Concepts:
State Purpose & Objective in Student Friendly Language:

INSTRUCTIONAL STRATEGIES  (script out steps for completion of lesson; procedures you will follow; key questions to ask; explain how each strategy is addressed, student interactions)

Input:
- Engagement strategies: *name strategy(ies) used in lesson plan script*
- Modeling:
- Checking for Understanding related to modeling:
- Guided Practice:
- Checking for Understanding related to guided practice:

Addressing Learning Styles: *identify how lesson addresses each style of learner*
- ✓ Auditory -
- ✓ Visual -
- ✓ Kinesthetic –
- ✓ Structure of Lessons –
- ✓ Social/Emotional –

Output:
- Independent Practice:
  - ✅ Multiple Intelligence(s) Addressed through Activity: (✓) all addressed
  - Linguistic
  - Logical/Mathematical
  - Intrapersonal
  - Spatial
  - Bodily/Kinesthetic
  - Naturalist
  - Musical
  - Interpersonal
  - Existentialist
- ✓ Engagement strategies: *name strategy(ies) used in lesson plan script*
- ✓ Checking for Understanding: this should be tied directly to the evidence cited in the Lesson Objective

CLOSURE  (the conclusion; restatement of objective, student metacognition of concept(s), final check for understanding; they tell you how they know what they learned; final clarification)

Ask: Prepare in advance in writing at least one question you will ask the students that will clarify what they learned as a result of this lesson.

Tell: Tell the students what they learned in the lesson.

Celebrate: Ask the students to tell you what they liked/learned about this lesson, and how they might use what they’ve learned in other content areas. Metacognition = students thinking about their own thinking.

Record: Describe how you will record your assessment data and use in preparing future lessons.

REFLECTION  Using the 5 categories of Planning, Classroom Management, Pedagogy, Assessment & Dispositions, answer the following questions:

What worked?
What didn’t work?
What will you change?
What learning will you take with you to inform your future teaching?
**Scoring Scale for Formal Lesson Observations**

The scale listed below is to be used to score each element of the Student Teacher’s Formal Observations (see Appendix E for Observation Form):

- 0 = Not Evident
- 1 = Significantly Below Standard
- 2 = Progressing Toward Standard
- 3 = Meets Standard
- 4 = Exceeds Standard

**The Five Competency areas evaluated in the Formal Observation Form are:**

1. Planning for Instruction
2. Establishing a Classroom Climate Conducive to Learning
3. Engaging Students in Planned Learning Activities
4. Evaluating, Acting Upon, and Reporting Student Progress in Learning
5. Professional Behaviors, Ethics, and Values (Dispositions)

**Please note: each of the Five Competency areas have a different and distinct number of components.**

If a Student Teacher receives a score of “1” (Significantly Below Standard) in any of the individual components within any of the five Competency areas (see list above) of the Formal Observation Documentation Form, the Cooperating Teacher or University Supervisor must discuss remedies for these scores with the Student Teacher. The Student Teacher will set goals for the next Formal Lesson Observation to demonstrate improvement in these components.

The **average numerical scores** of the components for each of the five Competency areas will be circled on the Formal Observation Form and written on the Formal Lesson Observation Cover Sheet. The Student Teacher must meet with the Program Lead, Kathleen Cowin, to discuss any average scores that fall below “2” (Progressing Toward Standard). If **two or more of the average scores** for the five Competencies from an Observation Form fall below “2,” a plan of assistance for improvement will be developed in conversation with the Cooperating Teacher, OSU Supervisor, and Program Lead. Additional supportive visits to evaluate the Student Teacher’s progress may then be arranged.

The examples described below are designed to provide guidance to a Cooperating Teacher or University Supervisor when formally evaluating a lesson.

**Remember to score your Student Teacher from the perspective of a beginning, pre-service teacher.**
<table>
<thead>
<tr>
<th>Score</th>
<th>Examples for each competency ranking</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>The lesson plan was well thought out.</td>
</tr>
<tr>
<td></td>
<td>The lesson plan incorporated all the appropriate components of a lesson plan model.</td>
</tr>
<tr>
<td></td>
<td>Adaptation for learning styles was evident.</td>
</tr>
<tr>
<td></td>
<td>Accurate understanding of subject matter was evident.</td>
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<tr>
<td>3</td>
<td>Meets Standard</td>
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<tr>
<td></td>
<td>Minor adjustments were needed in the organization of the lesson.</td>
</tr>
<tr>
<td></td>
<td>One component of the lesson plan was missing.</td>
</tr>
<tr>
<td></td>
<td>Adaptation for learning styles was evident.</td>
</tr>
<tr>
<td></td>
<td>Accurate understanding of subject matter was evident.</td>
</tr>
<tr>
<td>2</td>
<td>Progressing Toward Standard</td>
</tr>
<tr>
<td></td>
<td>There were multiple minor flaws in the lesson plan design</td>
</tr>
<tr>
<td></td>
<td>Two components of the lesson plan were missing.</td>
</tr>
<tr>
<td></td>
<td>Adaptations for learning styles present, but minimal.</td>
</tr>
<tr>
<td></td>
<td>Understanding of subject matter evident, but basic and/or not completely accurate.</td>
</tr>
<tr>
<td>1</td>
<td>Significantly Below Standard</td>
</tr>
<tr>
<td></td>
<td>There were major flaws in the lesson plan design.</td>
</tr>
<tr>
<td></td>
<td>Three or more components of the lesson plan were missing.</td>
</tr>
<tr>
<td></td>
<td>No adaptation for learning styles was evident.</td>
</tr>
<tr>
<td></td>
<td>Only minimal understanding of subject matter was evident.</td>
</tr>
<tr>
<td>0</td>
<td>Not Evident</td>
</tr>
<tr>
<td></td>
<td>A written lesson plan had not been developed.</td>
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</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Examples for each competency ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>A variety of positive management strategies were demonstrated in a problem solving manner to engage students in “on-task” behaviors.</td>
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<tr>
<td></td>
<td>The strategies were effective.</td>
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<tr>
<td></td>
<td>The student teacher monitored pupil conduct and took appropriate positive action to redirect student(s) when off-task behavior(s) occurred.</td>
</tr>
<tr>
<td></td>
<td>A classroom climate of equity was maintained.</td>
</tr>
<tr>
<td>3</td>
<td>Meets Standard</td>
</tr>
<tr>
<td></td>
<td>The student teacher relied on limited but positive strategies to engage students in “on-task” behavior(s).</td>
</tr>
<tr>
<td></td>
<td>The strategies used were mostly effective.</td>
</tr>
<tr>
<td></td>
<td>Student behavior was monitored, and the student teacher usually took appropriate positive action to redirect student(s) when off-task behavior(s) occurred.</td>
</tr>
<tr>
<td></td>
<td>Some strategies were evident for maintaining an equitable environment.</td>
</tr>
<tr>
<td>2</td>
<td>Progressing Toward Standard</td>
</tr>
<tr>
<td></td>
<td>The student teacher relied on limited strategies or repeated strategies to engage students in “on-task” behavior.</td>
</tr>
<tr>
<td></td>
<td>The strategies were somewhat effective.</td>
</tr>
<tr>
<td></td>
<td>Student conduct was monitored, and the student teacher sometimes took appropriate positive action when off-task behavior(s) occurred.</td>
</tr>
<tr>
<td></td>
<td>Few strategies were evident for maintaining and equitable environment.</td>
</tr>
<tr>
<td>1</td>
<td>Significantly Below Standard</td>
</tr>
<tr>
<td></td>
<td>The student teacher relied on a very limited range of strategies to engage students in “on-task” behavior.</td>
</tr>
<tr>
<td></td>
<td>The strategies were not effective.</td>
</tr>
<tr>
<td></td>
<td>Student conduct was monitored, but the student teacher did not effectively respond when off-task behavior(s) occurred.</td>
</tr>
<tr>
<td></td>
<td>No strategies were evident for maintaining an equity environment.</td>
</tr>
<tr>
<td>0</td>
<td>Not Evident</td>
</tr>
<tr>
<td></td>
<td>There was no demonstrated ability to effectively address or monitor “off-task” behavior.</td>
</tr>
<tr>
<td></td>
<td>A majority of students were off-task throughout the entire lesson.</td>
</tr>
<tr>
<td></td>
<td>Management strategies were used that show disrespect toward students’ self-esteem and mental well-being.</td>
</tr>
</tbody>
</table>
### III. Engaging Students in Planned Learning Activities

<table>
<thead>
<tr>
<th>Score</th>
<th>Examples for each competency ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong> Exemplary</td>
<td>Students’ involvement in lesson content was elicited. Smooth transitions in lesson were orchestrated. 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.</td>
</tr>
<tr>
<td><strong>3</strong> Meets Standard</td>
<td>Effectively elicited involvement from most students in the lesson. Some transitions were not smooth. The students were focused on tasks to be accomplished. The effectiveness of learning activities was monitored, but the pace and content of instruction needed some additional modification to fully achieve lesson objectives. Most aspects of the planned lesson were carried out effectively.</td>
</tr>
<tr>
<td><strong>2</strong> Progressing Toward Standard</td>
<td>Effectively elicited involvement from many students in the lesson. Many transitions were not smooth. Many students were not focused on tasks to be accomplished and/or for a significant amount of time, students were not focused on tasks to be accomplished. The effectiveness of learning activities was monitored, but the pace and content of instruction were not adequately modified to achieve lesson objectives. Many aspects of the planned lesson were not carried out effectively.</td>
</tr>
<tr>
<td><strong>1</strong> Significantly Below Standard</td>
<td>Effectively elicited involvement from very few students. Most transitions were not smooth. Materials were not prepared and/or organized for the lesson. The lesson was not monitored or adjusted when appropriate (even if the student teacher had to adjust from the written plan). Most students were not focused on tasks to be accomplished and/or most of the time students were not focused on tasks to be accomplished. The lesson did not follow the lesson plan, and the student teacher was unable to justify the discrepancy.</td>
</tr>
<tr>
<td><strong>0</strong> Not Evident</td>
<td>The lesson was not adequately designed and/or carried out to engage students in learning.</td>
</tr>
</tbody>
</table>
### IV. Evaluating, Acting Upon and Reporting Student Progress in Learning

<table>
<thead>
<tr>
<th>Score</th>
<th>Examples for each competency ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong> Exemplary</td>
<td>The student teacher guided students toward meaningful self-assessment. Assessment techniques such as observations and pupil interviews were embedded in the lesson. The student teacher had evidence at the end of the lesson that the lesson objectives were met.</td>
</tr>
<tr>
<td><strong>3</strong> Meets Standard</td>
<td>The student teacher showed evidence of two of the above but not all three.</td>
</tr>
<tr>
<td><strong>2</strong> Progressing Toward Standard</td>
<td>The student teacher showed evidence of one of the above.</td>
</tr>
<tr>
<td><strong>1</strong> Significantly Below Standard</td>
<td>Assessment techniques were not thorough enough to render meaningful or useful data.</td>
</tr>
<tr>
<td><strong>0</strong> Not Evident</td>
<td>No lesson assessment was evident.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Examples for each competency ranking</th>
</tr>
</thead>
</table>
| **4** Exemplary | - Not all components of this Competency are observable within one formal observation. Where a component is not observable within one formal observation the observer may strike through that component and mark it as not observed at that time. The observer is asked to initial the area struck out. Then this component is **not** used in the average score.  
- This Competency is based on professional behaviors, ethics and values. This Competency is often referred to as “Dispositions.” Dispositions are foundational to the work of a professional educator and are very important areas for a student teacher to receive feedback and guidance about. All student teachers should strive for a score of “4” (Exemplary) in all components of this Competency. A score of “3” (Meets Standard) in any of the components is acceptable for a student teacher.  
- A score of “2” (Progressing Toward the Standard) is acceptable for a student teacher in the Fall term of the Program, but components receiving a score of “2” need to be thoroughly discussed with the student teacher so the student teacher has an opportunity to demonstrate improvement.  
- If an observer has any concerns about **any component** in this Competency, the observer must note the concern(s) in the “Comments” section on the Observation form and discuss the concern(s) with the student teacher and contact the Program Lead.  
- If a student teacher receives a score of “1” (Significantly Below Standard) or a score of “0” (No Evidence) on any component of this Competency the Observer must discuss the concern(s) with the student teacher immediately and then contact the Program Lead. The student teacher must also contact the Program Lead concerning this discussion with the observer about any scores of “0” or “1” on any component of this Competency. |
| **3** Meets Standard |  |
| **2** Progressing Toward Standard |  |
| **1** Significantly Below Standard |  |
| **0** Not Evident |  |
**Formal Lesson Observations Cover Sheet**

This form is the “Cover Sheet” for each formal lesson observation to be completed by both the Cooperating Teacher and the University Supervisor. The Cooperating Teacher and University Supervisor are each to complete three formal lesson observations in each term of student teaching (three terms).

- Students are to attach this cover sheet to the Formal Lesson Observation Documentation form completed by their Cooperating Teacher or University Supervisor for each of the formal observations along with copies of the lesson plan and reflection for each observation.

- The Student Teacher and the Cooperating Teacher/University Supervisor sign the Cover Sheet form in each indicated lined space. The Cooperating Teacher signs in the space titled “Observer Signature”.

- Students are to submit the original forms to the Licensure Coordinator.

- The Observer retains the yellow copy.

- Students keep the pink copies of the forms in the Student Teaching Notebook until student teaching concludes.
OSU – Cascades
Formal Lesson Observations Cover Sheet

Student Teacher ___________________________  Placement Site ______________________

Observer: _________________________________  □ Cooperating Teacher □ University Supervisor
(Print)

Term: (check one):  ____ Fall  ____ Winter  ____ Spring

Student Teacher and Observer signatures are required for each observation.

<table>
<thead>
<tr>
<th>Highlight comments from formal observations and provide grades below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation #_____  Date: ____________</td>
</tr>
<tr>
<td>Student Teacher Signature: ______________________________</td>
</tr>
<tr>
<td>Observer Signature: ______________________________</td>
</tr>
</tbody>
</table>

Comments:

Average Scores for:
Planning  Classroom Climate  Engaging  Evaluating  Dispositions
Formal Lesson Observation Documentation Form

1. This form is to be used by both:
   - Cooperating Teacher and
   - University Supervisor

2. This form is used to provide feedback to the Student Teacher following a Formal Lesson Observation of the Student Teacher’s presentation of a lesson or learning activity.

3. This form is to be completed and reviewed with the Student Teacher by the Observer (either the Cooperating Teacher or the University Supervisor) and then the Student Teacher signs the form.

4. Copies of the Student Teacher’s lesson plan and reflection are also attached to this form.

5. This form will be completed by the Cooperating Teacher three times each term of student teaching.

6. This form will be completed by the University Supervisor three times each term of student teaching.

7. A complete “packet” for the Formal Lesson Observation Documentation includes the following stapled in this order:
   - A completed Cover Sheet listing required information
   - The completed Formal Lesson Observation Documentation form with all components scored and signed
   - A completed lesson plan, including the lesson reflection.
FORMAL OBSERVATION FORM

Formal Observation # _______  Term/Year_____________________

Student Teacher _________________________________ Subject/Grade Level ___________________

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

Endorsement (circle one):  
- Multiple Subjects  
- Language Arts  
- Math  
- Science  
- Social Studies

Lesson/Activity observed: ________________________________________________________________

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

Observation made by: _________________________________________________
- University Supervisor
- Cooperating Teacher

0 = Not Evident  1 = Significantly Below Standard  2 = Progressing Toward Standard  3 = Meets Standard  4 = Exceeds Standard

<table>
<thead>
<tr>
<th>I. Planning for Instruction</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the lesson plan well thought out?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did it incorporate all the appropriate components of a lesson plan model?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was adaptation for learning styles evident?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total of all 3 scores: _____ ÷ 3 = _____ Average Score. Transfer Average Score to Observation Cover Sheet.
Comments:

<table>
<thead>
<tr>
<th>II. Establishing a Classroom Climate Conducive to Learning</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were positive management strategies demonstrated in a problem-solving manner to engage students in “on-task” behavior?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the strategies effective?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student teacher monitor pupil conduct and take appropriate positive action when misbehavior occurred?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was a classroom climate of equity maintained?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total of all 4 scores: _____ ÷ 4 = _____ Average Score. Transfer Average Score to Observation Cover Sheet.
Comments:
### III. Engaging Students in Planned Learning Activities

<table>
<thead>
<tr>
<th>Question</th>
<th>Scores</th>
</tr>
</thead>
<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 lesson 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>
</tr>
</tbody>
</table>

Total of all 5 scores: ____ ÷ 5 = _____ Average Score. Transfer Average Score to Observation Cover Sheet.

Comments:

---

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Scores</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

Total of all 3 scores: ____ ÷ 3 = _____ Average Score. Transfer Average Score to Observation Cover Sheet.

Comments:

---

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Scores</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

Total of all scores: ____ ÷ # of scored components = _____ Average Score. Transfer Average Score to Observation Cover Sheet.

Comments:
Student Teacher’s Name ___________________________  Date ________________

OBSERVATION SUMMARY:

Please summarize the Student Teacher’s strengths:

Areas observed that need further growth:

Other comments and/or suggestions:

This evaluation has been reviewed with the Student Teacher by the Observer.

Student Teacher’s Signature: ____________________________________________

Observer Signature: _________________________________________________
Student Observation Evaluation Notes

Students will be required to reflect on Formal Observation Debriefing sessions with their University Supervisor or Cooperating Teacher using the following form.

Student Name: ____________________________________________  Date: ________

My strengths in this lesson were:

In my next lesson, I will work on:
Weekly Professional Dialog

The following pages are designed to help facilitate discussion regarding a variety of teaching topics. The Student Teacher and Cooperating Teacher should dedicate planning time each week to discuss at least one topic from the following list or a topic that is relevant to their practice. The Student Teacher will record and reflect on the dialog that takes place, with the purpose of deeper self-reflection and evaluation of the teaching “self”.

The Weekly Professional Dialog sheet will be kept in the Student Teaching Notebook for reference and discussion throughout the term with both the Cooperating Teacher and University Supervisor and for reference in the Student Teaching Seminar.
### Weekly Professional Dialog Topic List

#### I. Planning for Instruction

- a. Curricular and instructional materials
- b. Knowledge of subject
- c. Prior knowledge and future learning
- d. Appropriateness of student objectives
- e. Agreement between objectives and instructional activities
- f. Logical and sequential organization of lesson plans

#### II. Establishing a Classroom Climate Conducive to Learning

- a. Classroom community
- b. Expectations, routines and procedures
- c. Clear directions
- d. Rapport with students

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

- a. Readiness for instruction (reviews lesson plans with teacher, prepares materials, etc.)
- b. Lesson introduction
- c. Poise and confidence
- d. Motivational strategies
- e. Use of instructional aids
- f. Variation of teaching strategies based on learner needs (identify learner)
- g. Student participation
- h. Questioning techniques
- i. Wait time
- j. Modification based on student responses
- k. Challenges student thinking
- l. Lesson pacing
- m. Lesson closure
- n. Invites student generated questions (reflection and metacognition)
- o. Differentiates for learning styles
- p. Voice: tone, volume, expressions, articulation, clarity
- q. Organization of ideas and fluency
- r. Mechanics of language
Engaging Students in Planned Learning Activities continued...

s. Response to students: listening and feedback
t. Non-verbals

IV. Evaluating, Acting Upon and Reporting Student Progress

a. Collects anecdotal data
b. Assessment tools to refine objectives for future planning

V. Exhibiting Professional Behaviors, Ethics and Values

a. Clothing and appearance
b. Initiative
c. Punctuality
d. Enthusiasm
e. Self-confidence
f. Reliability
g. Maturity and judgment
h. Staff relations
i. Acceptance of advice in a professional manner
j. Implementation of advice
k. Self-evaluation and reflection

VI. Your Topics

a. ________________________________
b. ________________________________
c. ________________________________
Weekly Professional Dialog

Student Teacher: __________________________Date: ____________

Topic: (refer to Professional Dialogue Topic List in Student Teaching Notebook)

Idea:

Action:

Student Reflection:
Weekly Professional Dialog Goal Sheet

Student Teacher: ________________________________  Date: __________

Using the Professional Dialog as your guide, set goals for Winter term. These can be academic, dispositional and/or instructional in nature. The focus should be on the specific ways to strengthen your teaching.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Signatures:

Student Teacher ______________________________________________  Date: __________

Cooperating Teacher _____________________  Date: __________

University Supervisor _____________________  Date: __________
Work Sample Overview

Please refer to the information you are provided by your Work Sample Advisor in your Work Sample Development Courses on how to prepare your Work Samples.

Key components to note in Work Sample Planning discussions between Student Teacher and Cooperating Teacher(s):

- Each Work Sample begins with a Student Teacher prepared Pre-test and concludes with an identical Post-test.
- Each Work Sample is 10 lessons in length, with 2 lesson segments added for the administrations of the above Pre/Post-tests.
- The Winter Work Sample is focused around Language Arts, utilizing Houghton-Mifflin Curriculum.
- The Spring Work Sample can be focused around any one content area with an integrated literacy emphasis.
- In scheduling the teaching of the Work Sample(s), consideration must be given to both the Cooperating Teacher and University Supervisor Observation schedules, as each observer must observe at least ONE Work Sample lesson.
- The two required forms that accompany the Work Sample are to be filled out for EACH of the Work Samples, and examples can be found on the following pages.
### III. Contextual Aspects of Work Sample

<table>
<thead>
<tr>
<th></th>
<th>Section III. Total</th>
<th></th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Describes classroom, school context, and community</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>b.</td>
<td>Describes all learners (i.e., special needs, TAG, ESOL, diverse cultural and social backgrounds, etc.)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>c.</td>
<td>Discusses adaptations for learners described in (b) above</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>d.</td>
<td>Identifies prerequisite skills of learners for the unit</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

### IV. Conceptual Framework: Rationale/Unit Goals/Standards

<table>
<thead>
<tr>
<th></th>
<th>Section IV. Total</th>
<th>/16</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Explains unit rationale based on research and in context of curriculum and needs of students</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>b.</td>
<td>Summarizes learning objectives and goals that align with national, state (Oregon CCGs/Benchmarks), and local standards</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>c.</td>
<td>Defines overarching strategy for literacy instruction</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>d.</td>
<td>Discusses integration of technology for student learning</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

### V. Instructional Plans

<table>
<thead>
<tr>
<th></th>
<th>Section V. Total</th>
<th>/28</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Writes assessable lesson objectives</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>b.</td>
<td>Aligns lessons with unit goals and standards</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>c.</td>
<td>Differentiates instruction with varied teaching strategies</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>d.</td>
<td>Assesses learning in the context of teaching</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>e.</td>
<td>Addresses purposeful attention to literacy instruction appropriate to content</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>f.</td>
<td>Integrates and uses available technology</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>g.</td>
<td>Includes lesson reflections</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
**VI. Assessment Strategies & Analysis of Learning**

<table>
<thead>
<tr>
<th></th>
<th>Section VI. Total</th>
<th>28</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Develops an assessment plan that includes varied and valid assessment strategies and aligns with unit goals and standards</td>
<td>0 1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Develops a pre/post assessment instrument for entire class</td>
<td>0 1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Includes pre/post class data analyzed for each student</td>
<td>0 1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Interprets and explains student learning gains or lack thereof</td>
<td>0 1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Describes how assessment indicates progress towards unit standards and benchmarks</td>
<td>0 1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Describes use of data in planning further instruction</td>
<td>0 1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Describes uses of data on learning gains in reporting student progress to students and parents</td>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

**VII. Final Unit Reflections**

<table>
<thead>
<tr>
<th></th>
<th>Section VII. Total</th>
<th>16</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Describes strengths and weaknesses of unit</td>
<td>0 1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Conveys impact on future teaching</td>
<td>0 1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Discusses improvements for student learning</td>
<td>0 1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Summarizes changes if taught again</td>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

**Work Sample Format (one score for a-d)**

<table>
<thead>
<tr>
<th></th>
<th>Format Total</th>
<th>4</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Includes cover page &amp; table of contents requisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Lists unit references/resource of materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Clear and logical organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Appropriate use of language conventions (spelling, grammar, structure, punctuation)</td>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

☐ “Work Sample Documentation Sheet” turned in with all signatures

**General Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Work Sample Evaluator (print name) ___________________________ Signature ___________________________ Date ____________
Work Sample Documentation for Licensure File

This form is used with both Work Samples.

This form is to be completed when the Work Sample has been reviewed by:

1. The Work Sample Advisor,

2. The Cooperating Teacher, and

3. The University Supervisor.

The student teacher is to complete his/her Work Sample and then allow his/her Work Sample Advisor, Cooperating Teacher and University Supervisor to review the Work Sample and then sign the form.

The Student Teacher is to attach a copy of the Work Sample’s Table of Contents to this form.

The form is turned in to the Licensure Coordinator and kept in the student teacher’s file.
Work Sample Documentation for Licensure File

Name: ________________________________________________________________

Date: ___________________________ Term Completed: _______________________

Title of Work Sample: __________________________________________________

Licensure Program: Master of Arts in Teaching - Cascades

Authorization Level:

_____ Early Childhood  _____ Elementary  _____ Middle Level  _____ High School

Endorsement Area:

_____ Multiple Subjects  _____ Language Arts  _____ Advanced Mathematics

_____ Integrated Science (Emphasis: __________________________)  _____ Social Studies

School: ________________________________________________________________

Grade Level(s): ____________________________

Approved by:

Cooperating Teacher Signature: __________________________ Date

University Supervisor Signature: __________________________ Date

Student Teacher Signature: __________________________ Date

Work Sample Advisor Signature: __________________________ Date

Student Teacher: Attach the Work Sample Table of Contents to this Documentation Sheet and submit to your Work Sample Advisor.
Work Sample “Sign-Off” Form

This form is used with both Work Samples.

This form is to be completed after the Work Sample has been reviewed by:

1. The Work Sample Advisor
2. The Cooperating Teacher, and
3. The University Supervisor.

The student also signs the form.

The Work Sample Sign Off form is to be turned in to the Licensure Coordinator.
Work Sample Sign-Off Form

Student Teacher Name:____________________________________________________________

Title of Work Sample: ____________________________________

Authorization Level:

_____ Early Childhood          _____ Elementary        _____ Middle Level           _____ High School

Endorsement:

_____ Multiple Subjects            _____ Language Arts          _____ Social Studies

_____ Advanced Mathematics        _____ Integrated Science       _____ ESOL

I give my permission to the faculty of Oregon State University to use my Work Sample as teaching material for subsequent members of this professional teacher education program, education faculty, and students engaged in teacher education doctoral studies. I understand fully that by giving this permission, I am only granting future students the right to view and take notes from my Work Sample. I am not giving them permission to remove this Work Sample from the education department facility, take pages out of the Work Sample, or photocopy any part of this Work Sample.

____________________________________  __________________________________
(Student’s Signature)                        (Date)
Three-Way Evaluation Form

The Three-Way Evaluation Form is used in the Winter and Spring terms to provide feedback to the Student Teacher. The Three-Way Evaluation Form is to be completed during weeks two to four of the Winter and Spring terms and again at the end of the Winter and Spring terms during weeks nine to eleven.

It is helpful if the student teacher has had the opportunity to be observed both informally and formally before the Three-Way Evaluation is completed at the beginning of each term.

The Three-Way Evaluation Form is to be completed in a joint meeting of the Student Teacher, Cooperating Teacher and University Supervisor.

The suggested process for completing this form is for the Cooperating Teacher, the University Supervisor, and the Student Teacher to each complete a form independently before the meeting is held. Then in the three-way meeting the Cooperating Teacher, the University Supervisor, and the Student Teacher will discuss their individual evaluations. After the discussion, a consensus score will be recorded on the final copy.

After the forms are completed and signed they are turned in to the Licensure Coordinator and become part of the student teacher’s licensure file.
THREE-WAY EVALUATION

INSTRUCTIONS:
The three-way evaluation is a formal assessment of the student’s teaching performance, to be completed twice during the term at meetings between the Cooperating Teacher, University Supervisor, and Student Teacher. The first evaluation should be done during the second – fourth week of the term, and the second evaluation should be done after completing all the Formal Observations. The assessment is documented by completion of the Three-Way Evaluation form at each of the three-way evaluation meetings. All three parties should independently complete a Three-Way Evaluation form prior to the three-way evaluation meeting. At the meeting, the parties will discuss their individual evaluations, and then a consensus score will be recorded on a final copy of the Three-Way Evaluation form. There is a separate column on the Three-Way Evaluation form for each of the two evaluations, and the scores from both three-way evaluations are to be recorded on one Three-Way Evaluation form. At the second three-way evaluation meeting, the completed final copy of the form is signed by all three parties, and then turned in to the Licensure Coordinator.

Rate each of the performance standards based on the scale 1 - 4 (see scale descriptions below). Partial scores (e.g. 2.5) are not acceptable. Total all scores in each section and record at the bottom of each table for both Evaluation #1 and #2.

Candidates for an Initial Teaching License must demonstrate knowledge, skills, and competencies in each of the five (5) teacher functions. Student teachers should earn an overall average score of “3” or better in each section by the second three-way evaluation. If a student is awarded a “2” or below on a specific performance criterion, please provide an explanation for the score on the last page under “Additional Comments”.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Not applicable or not observed at this time in the classroom.</td>
</tr>
<tr>
<td>Not Applicable or</td>
<td>(This is only to be used for Evaluation #1 if the standard is italicized. It is expected</td>
</tr>
<tr>
<td>Not Observed</td>
<td>that all other standards will be scored even though the student teacher may have had</td>
</tr>
<tr>
<td></td>
<td>limited time to make progress towards the standard. NA not allowed for any standard</td>
</tr>
<tr>
<td></td>
<td>in Evaluation #2.)</td>
</tr>
<tr>
<td>1</td>
<td>Significantly Below Standard</td>
</tr>
<tr>
<td></td>
<td>The student teacher consistently functions at an inadequate or unacceptable level of</td>
</tr>
<tr>
<td></td>
<td>performance. He/she will require significant improvement and growth to meet the expected</td>
</tr>
<tr>
<td></td>
<td>standard.</td>
</tr>
<tr>
<td>2</td>
<td>Progressing Toward Standard</td>
</tr>
<tr>
<td></td>
<td>At times, the student teacher demonstrates an adequate or acceptable level of performance;</td>
</tr>
<tr>
<td></td>
<td>however, his/her level of performance is in need of improvement to meet the expected standard.</td>
</tr>
<tr>
<td>3</td>
<td>Meets Standard</td>
</tr>
<tr>
<td></td>
<td>The student teacher demonstrates adequate and acceptable level of performance, occasionally</td>
</tr>
<tr>
<td></td>
<td>demonstrating a high level of performance. He/she often strives to expand his/her scope and</td>
</tr>
<tr>
<td></td>
<td>ability.</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds Standard</td>
</tr>
<tr>
<td></td>
<td>The student teacher frequently functions at an outstanding level of performance and</td>
</tr>
<tr>
<td></td>
<td>frequently strives to expand his/her scope and ability.</td>
</tr>
</tbody>
</table>
THREE-WAY EVALUATION FORM

PLEASE PRINT

<table>
<thead>
<tr>
<th>Student Teacher’s Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>University Supervisor</td>
<td></td>
</tr>
<tr>
<td>Evaluation #1 Date:</td>
<td></td>
</tr>
<tr>
<td>Evaluation #2 Date:</td>
<td></td>
</tr>
</tbody>
</table>

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 #1</th>
<th>Evaluation #2</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Selects or writes learning goals for units of instruction that are consistent with research findings on how students learn and the physical and mental maturity of one’s students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Determines the current performance level of one’s students with respect to the learning goals established for a unit of instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Determines content, skills, and processes that will assist students in accomplishing desired unit outcomes, and designs learning activities that lead to their mastery.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Selects and organizes materials, equipment, and technologies needed to teach a unit of instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g. Designs and adapts unit and lesson plans for all learners and exceptional learners, including, but not limited to students with varying cultural, social, socio-economic, and linguistic backgrounds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>h. Estimates the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Section I. a-h**
2. **In ESTABLISHING A CLASSROOM CLIMATE CONducIVE TO LEARNING, the student teacher:**

<table>
<thead>
<tr>
<th>Evaluation #1</th>
<th>Evaluation #2</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. Affirms the dignity and worth of all students and provide the positive support students need to be effective learners.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Establishes, communicates, and maintains classroom rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Employs equitable practices that are just to all students on principles of gender equity and racial justice, and that supports a least restrictive environment for all students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Models and reinforces appropriate social behavior in the classroom that supports student learning and development, and provides meaningful reinforcement when it occurs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. <em>Uses knowledge of the influence of the physical, social, and emotional climates of students’ homes and the community to optimize motivation, learning, and behavior.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Monitors student conduct, and takes appropriate action when misbehavior occurs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Interacts thoughtfully and courteously with all students and their families and seeks to resolve conflicts in a professional manner, respecting familial and community cultural contexts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. Uses classroom time effectively to provide maximum time for learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. Manages instructional transitions decisively and without loss of instructional time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. 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></td>
<td></td>
<td>k. <em>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.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Section II. a-k</strong></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>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. Chooses organizational structures appropriate for the objectives of instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Implements instructional plans that employ knowledge of subject matter and basic skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Uses a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Emphasizes instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Monitors the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Section III. a-f</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Evaluation #1</th>
<th>Evaluation #2</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. Selects or develops non-biased, valid and reliable tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures to determine the progress of all students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Documents student progress in accomplishing State-adopted 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></td>
<td></td>
<td>c. Refines plans for instruction, establishes alternative goals or environments, or makes referrals when appropriate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. 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 instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Section IV. a-d</strong></td>
</tr>
</tbody>
</table>
5. In EXHIBITING PROFESSIONAL BEHAVIORS, ETHICS, AND VALUES, the student teacher:

<table>
<thead>
<tr>
<th>Evaluation #1</th>
<th>Evaluation #2</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. Is dependable, conscientious, and punctual.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Meets work schedule demands.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Is aware of the importance of dressing appropriately.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Is aware of, and acts in accordance with school policies and practices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Understands the organizational culture and expectations that operate within a school and the impact on students and student learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Interacts constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Collaborates with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. Performs advisory functions for students in formal and informal settings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. Functions as a member of an interdisciplinary team to achieve long-term curriculum goals, State content standards, and district standards. (Note: This may not be evident at all if it is not part of the school culture.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. Exhibits energy, drive, and determination to make one’s school and classroom the best possible environment for teaching and learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>k. Exhibits energy, drive, and determination to become a professional educator.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Section V. a-k</strong></td>
</tr>
</tbody>
</table>

6. Additional Comments:

<table>
<thead>
<tr>
<th>Student Teacher Name:</th>
<th>Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation #1 Date:</td>
<td>Evaluation #2 Date:</td>
</tr>
<tr>
<td>Student Teacher (signature)</td>
<td>Student Teacher (signature)</td>
</tr>
<tr>
<td>Cooperating Teacher (signature)</td>
<td>Cooperating Teacher (signature)</td>
</tr>
<tr>
<td>University Supervisor (signature)</td>
<td>University Supervisor (signature)</td>
</tr>
</tbody>
</table>
The Student Teaching Summary Report

OSU - Cascades

The Student Teaching Summary Report form is completed at the end of Full-time student teaching.

Before completing this form the following must be completed:

1. All 3 of the Cooperating Teacher’s Formal Observations for the full-time Placement;
2. All 3 of the University Supervisor’s Formal Observations for the full-time Placement;
3. Both the full-time Placement Three-Way Evaluations; and
4. The instruction of the Work Sample.

The Student Teaching Summary Report is the final evaluation to be completed at the end of the student teaching internship by the Cooperating Teacher and the University Supervisor.
PLEASE PRINT

Candidate’s Name ________________________________________ Term/Year _____________________

Licensure Program MAT – Cascades Grade Level _____________________

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

Endorsement(s): Multiple Subjects Advanced Mathematics Integrated Science Language Arts Social Studies

School taught at __________________________________ School District ____________________________

Instructions:
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 University Supervisor at the end of the full-time student teaching experience. Prior to completion of the form, a minimum of six Formal Observations (by the Cooperating Teacher and the University Supervisor) and two Three-way Evaluations (to include the Student Teacher, Cooperating Teacher, and University Supervisor) must have been completed.

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 the University Supervisor and Cooperating Teacher in all five areas below.

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

Met Not Met

☐ ☐

University Supervisor

Met Not Met

☐ ☐

b) Selects or writes learning goals for units of instruction that are consistent with research findings on how students learn and the physical and mental maturity of one’s student’s. |

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

d) 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. |

e) Determines content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery. |

f) Selects and organizes materials, equipment, and technologies needed to teach a unit of instruction. |

g) Designs and adapts unit and lesson plans for all learners and exceptional learners, including, but not limited to students with varying cultural, social, socio-economic, and linguist backgrounds. |

h) 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) Candidates establish a classroom climate conducive to learning and demonstrate they are able to:

<table>
<thead>
<tr>
<th></th>
<th>Cooperating Teacher</th>
<th>University Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

- a) Affirms the dignity and worth of all students and provide the positive support students need to be effective learners.
- b) Establishes, communicates, and maintains classroom rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities.
- c) Establishes equitable practices that are just and to all students on principles of gender equity and racial justice; and support a least restrictive environment for all students.
- d) Models and reinforces appropriate social behavior in the classroom that supports student learning and development, and provides meaningful reinforcement when it occurs.
- e) Uses knowledge of the influence of the physical, social, and emotional climates of students’ homes and the community to optimize motivation, learning, and behavior.
- f) Monitors student conduct, and take appropriate action when misbehavior occurs.
- g) Interacts thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts.
- h) Uses classroom time effectively to provide maximum time for learning.
- i) Manages instructional transitions decisively and without loss of instructional time.
- j) Arranges and sets up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons.
- k) 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.

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

<table>
<thead>
<tr>
<th></th>
<th>Cooperating Teacher</th>
<th>University Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

- a) Chooses organizational structures appropriate for the objectives of instruction.
- b) Communicates learning outcomes to be achieved and focus student interest on tasks to be accomplished.
- c) Implements instructional plans that employ knowledge of subject matter and basic skills.
- d) Uses a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures.
- e) Emphasizes instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking.
- f) Monitors 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:**

<table>
<thead>
<tr>
<th></th>
<th>Cooperating Teacher</th>
<th>University Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Selects or develops non-biased, valid and reliable tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures to determine the progress of all students.</td>
<td>Met</td>
</tr>
<tr>
<td>b)</td>
<td>Documents student progress in accomplishing State-adopted 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>
<td>Met</td>
</tr>
<tr>
<td>c)</td>
<td>Refines plans for instruction, establishes alternative goals or environments, or makes referrals when appropriate.</td>
<td>Met</td>
</tr>
<tr>
<td>d)</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 use evidence of effectiveness in planning further instruction.</td>
<td>Met</td>
</tr>
</tbody>
</table>

(5) **Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:**

<table>
<thead>
<tr>
<th></th>
<th>Cooperating Teacher</th>
<th>University Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Is dependable, conscientious, and punctual.</td>
<td>Met</td>
</tr>
<tr>
<td>b)</td>
<td>Meets work schedule demands.</td>
<td>Met</td>
</tr>
<tr>
<td>c)</td>
<td>Is aware of the importance of dressing appropriately.</td>
<td>Met</td>
</tr>
<tr>
<td>d)</td>
<td>Is aware of, and acts in accordance with; school policies and practices.</td>
<td>Met</td>
</tr>
<tr>
<td>e)</td>
<td>Understands the organizational culture and expectations that operate within a school and the impact on students and student learning.</td>
<td>Met</td>
</tr>
<tr>
<td>f)</td>
<td>Interacts constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community.</td>
<td>Met</td>
</tr>
<tr>
<td>g)</td>
<td>Collaborates with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning.</td>
<td>Met</td>
</tr>
<tr>
<td>h)</td>
<td>Performs advisory functions for students in formal and informal settings.</td>
<td>Met</td>
</tr>
<tr>
<td>i)</td>
<td>Functions as a member of an interdisciplinary team to achieve long-term curriculum goals, State content standards, and district standards.</td>
<td>Met</td>
</tr>
<tr>
<td>j)</td>
<td>Exhibits energy, drive, and determination to make one’s school and classroom the best possible environment for teaching and learning.</td>
<td>Met</td>
</tr>
<tr>
<td>k)</td>
<td>Exhibits energy, drive, and determination to become a professional educator.</td>
<td>Met</td>
</tr>
</tbody>
</table>

**REQUIRED SIGNATURES**

<table>
<thead>
<tr>
<th>Cooperating Teacher (print name)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Supervisor (print name)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Kathleen M. Cowin, Ed.D.</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Program Lead (print name)</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Evaluation of Cooperating Teacher

This form is completed at the end of each term by the student teacher, and turned in to the Licensure Coordinator.

Information from this form is typically shared with the Cooperating Teacher only as aggregated data at the conclusion of the program. Student Teachers should contact their Program Lead if they have concerns relating to their relationship with the Cooperating Teacher.
Evaluation of Cooperating Teacher

Student Teacher’s Name:______________________________________________________
Cooperating Teacher’s Name:______________________________________________________
Term/Year __________________ School:_________________________________________
Grade Level(s) or Subject(s):______________________________________________________

DIRECTIONS: Please rate your Cooperating Teacher on the scales of 0 – 3 by circling the appropriate number:
0 = Lacking  1 = Partially evident or needs work  2 = Proficient  3 = Exemplary

My Cooperating Teacher:

0 1 2 3  A. Discussed purposes and objectives of lessons.
0 1 2 3  B. Required and discussed written lesson plans.
0 1 2 3  C. Provided time for cooperative planning.
0 1 2 3  D. Observed my teaching and provided helpful feedback on my lessons in a timely manner.
0 1 2 3  E. Provided time for follow-up conferences.
0 1 2 3  F. Helped identify problems and plan several possible alternative solutions.
0 1 2 3  G. Helped me plan a variety of teaching techniques.
0 1 2 3  H. Allowed me to make independent decisions in my teaching.
0 1 2 3  I. Kept me informed of my strengths and weaknesses throughout the term.
0 1 2 3  J. Encouraged openness so that I could question procedures which I did not understand.
0 1 2 3  K. Made me feel comfortable in discussing any problems in connection with my internship.
0 1 2 3  L. Helped me locate and obtain teaching resources and materials.
0 1 2 3  M. Related my internship experience to conditions I would probably meet in my career.
0 1 2 3  N. Made me feel an integrated member of the school community.
0 1 2 3  O. Treated me as a colleague.
0 1 2 3  P. Acquainted me with routine teaching details (i.e., progress reports, fire drills, safety procedures, etc).
0 1 2 3  Q. Discussed the general scope and sequence of the curriculum I was to teach.
0 1 2 3  R. Allowed and encouraged me to use a variety of the curriculum I was to teach.
0 1 2 3  S. Allowed me sufficient opportunity for complete responsibility and management of the class.
DIRECTIONS: 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 attached?  Yes  No

List any additional teachers (& the grade they teach) at your placement site that you would recommend as Cooperating Teachers:
Evaluation of University Supervisor

This form is completed at the end of each term by the student teacher, and turned in to the Licensure Coordinator.

Information from this form is typically shared with the University Supervisor only as aggregated data at the conclusion of the program or as appropriate during the academic year. Student Teachers should contact their Program Lead if they have concerns relating to their relationship with the University Supervisor.
Evaluation of University Supervisor

Student Teacher’s Name: __________________________________________________________
University Supervisor’s Name: ______________________________________________________
Term: __________________ Year: __________________ School: _____________________________
Grade Level(s) or Subject(s): ______________________________________________________

**DIRECTIONS:** Please rate your University Supervisor on the scales of 0 - 3 by circling the appropriate number:

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

My University Supervisor:

0 1 2 3  A. Examined and discussed written lesson plans with me.

0 1 2 3  B. Was available for conferences and assistance.

0 1 2 3  C. Observed my teaching at regular or pre-planned intervals.

0 1 2 3  D. Took objective data during observations of my teaching and provided helpful feedback on my lessons.

0 1 2 3  E. Made me feel comfortable in discussing any problems concerning my teaching assignment.

0 1 2 3  F. Demonstrated an interest and concern for my feelings and welfare.

0 1 2 3  G. Helped me identify problems and plan several possible alternative solutions.

0 1 2 3  H. Helped me consider a variety of teaching techniques.

0 1 2 3  I. Encouraged openness so that I could question procedures which I did not understand.

0 1 2 3  J. Maintained an open channel of communication with school personnel.

0 1 2 3  K. Informed me of any absences or deviations to his or her schedule concerning seminars, planned observations, etc.
DIRECTIONS: 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:
Related Web Resources

Oregon State University – Cascades Homepage: http://www.osucascades.edu/

Oregon State University Homepage: http://oregonstate.edu/

College of Education Homepage: http://oregonstate.edu/education/

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

References


**Other Notes**