Special Education K-12 Licensure Program Handbook

2022 - 2023

University of Oregon
College of Education
Special Education & Clinical Sciences

Revised Fall 2022

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Program Handbook
2022-23

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Special Education at the University of Oregon

Welcome

Welcome to the University of Oregon Special Education K-12 Licensure Program. We look forward to working with you as you enrich your experiences and expertise as a special educator. This program handbook is designed to serve as a "roadmap" as you embark upon your licensure program. In combination with advising and information included in the University of Oregon catalog and the UO Division of Graduate Studies website at http://graduatestudies.uoregon.edu/, this handbook will assist you in planning your coursework and practicum experience. It will also make explicit the values, guidelines, policies, and roles of the major, department, college, and Division of Graduate Studies communities of which you will be part during your graduate program. As with any important document, we encourage you to take time to study the contents of the program handbook and to ask questions of your advisor, other faculty members, and staff to ensure that you understand its contents and their implications for your studies in our major. We wish you well on your journey through your graduate studies and success in attaining your professional goals.

Overview of the Special Education Program

The faculty and staff in the Special Education Program at the UO College of Education are committed to making a difference for people with disabilities and their families by increasing their success in schools, workplaces, and community settings. Our program prepares professionals to work as teachers, specialists, and consultants in programs that serve individuals with diverse learning needs (e.g., behavioral, academic, social). Graduate studies in special education build capacity through personnel preparation, research, outreach, and dissemination. These efforts are focused on systemic approaches to prevent and reduce the incidence and prevalence of disabilities as well as to provide supports for students with disabilities to successfully participate in schools and communities. Consistently rated among the nation's best graduate programs, UO special education has been ranked third in the U.S. since 2000, according to *U.S. News & World Report.*

Special Education Conceptual Frameworks and Program Emphases

The Special Education program at the University of Oregon is recognized for the role it has played in preparing professionals for careers in the support of individuals with disabilities and their families. Exemplary programs and services in the areas of early intervention, positive behavior supports, instructional design, academic assessment and intervention, transition, and adult services are based on research by nationally and internationally recognized faculty.

Our personnel preparation programs are closely aligned and integrated with ongoing faculty research. Students are afforded opportunities to participate in high quality field experiences and work collaboratively across model systems that support individuals and their families. They must demonstrate proficiency in tasks that reflect the integration of evidence-based practices and role requirements of educators specific to their program area of emphasis. Students graduating from our programs have a strong record of obtaining positions in professional roles that support individuals with disabilities and their families.

The master's program is aligned with developmental levels and needs of diverse individuals and their families across the life span. Master's degree students can specialize in a) early intervention; b) school-age individuals K-12 level; or c) a general master's with an individualized interest.

The Early Intervention emphasis provides an interdisciplinary field of specialization focusing on infants, toddlers, preschool children, and young school-age children who are at risk or disabled, and their families. This specialization combines theory, research, and clinical practice from fields such as early childhood education, psychology, communication disorders and sciences, medicine, sociology, and special education. Students in this program are prepared to provide quality services to young children from birth to five years, who have disabilities or are at-risk, and their families. They are also prepared to facilitate inclusion of children in community programs and provide family-guided interventions by assessing and evaluating child/family progress and program effectiveness within a variety of service delivery models, with an emphasis on inclusive settings. Students learn to operate effectively within an interagency, interdisciplinary team approach, and to understand and utilize evidence-based practices to enhance educational services. Graduates fill a variety of roles, including interventionists who deliver services to children and their families, program coordinators or supervisors who manage and direct personnel that deliver direct services, consultants, researchers, and instructors.

The K-12 emphasis prepares professionals to work with children identified as needing special education services in elementary, middle and secondary schools, as well as to assist families and students to identify and achieve their post-school goals, by providing the necessary skills and knowledge to access post-school resources. Students in this program are prepared to provide quality educational services to students with a range of disabilities, including students with learning disabilities, behavior disorders, autism, and developmental disabilities. Students provide academic, behavioral, social, communication, health, physical, and daily living instruction and supports to children and young adults in self-contained, pull-out, and inclusive settings. Students are also prepared to collaborate with families, general educators, specialists, paraprofessionals, and agencies to support students in accessing and making progress in the general education curriculum, as well as deliver and continuously improve effective educational (current and post-school), employment, and community experiences for persons with disabilities.

Faculty research in systems and individualized models of positive behavior supports, instructional design, assessment, and interventions is integrated into coursework with applications in school-based settings. Coursework and fieldwork are highly integrated as students incorporate evidence-based practices in a problem-solving approach incorporating assessment, planning, delivery, and evaluation. Program graduates assume positions working in school or community-based settings, delivering direct or indirect educational services to special education students, or providing consultation services to teachers or special education students.

The general master's with an individualized interest provides students a general program of study within special education that can be tailored to meet their longer-term goals. Students work with their advisors in designing a program of study that maximizes their instructional and research interests and practices within the College of Education as well as the University. Many students complete the master's program as preparation for later doctoral study. Other graduates have created programs within special education emphasizing assessment, post school environments, autism, public policy and advocacy, and legal aspects to schooling and students with disabilities.

Professional Licensure Disclosures

In compliance with the U.S. Department of Education and the Oregon Higher Education Coordinating Commission (HECC (Links to an external site.)) for participation in the National Council for State Authorization Reciprocity Agreement (NC-SARA (Links to an external site.)), the University of Oregon (UO) provides information pertaining to professional licensure for applicable programs. UO academic programs are designed to prepare students to apply for licensure or certification in Oregon. Completion of a UO program may not meet educational requirements for licensure or certification in a state other than Oregon. Before beginning a program of study with the intent to be professionally licensed for employment within a U.S. state or territory other than Oregon, please contact coelicensure@uoregon.edu.

The UO makes every effort to ensure information about educational requirements for licensure or certification is current; however, state requirements may change. Separate from educational requirements, state licensure boards may require applicants to complete professional examinations, background checks, years of professional experience, residence requirements, jurisprudence exams, training, etc. It is strongly recommended that you contact the appropriate licensing entity in that state to seek information and guidance regarding licensure or certification requirements before beginning an academic program.

SPED K-12 Licensure Program Administrative Team

SPED Program Director	Beth Harn, PhD | **bharn@uoregon.edu**
K-12 Initial Licensure and SPED Added Endorsement Coordination & Advising (including Undergraduate Certificate)	Elisa Jamgochian, PhD | ejamgoch@uoregon.edu
K-12 Practicum Coordination	Kyle Reardon, PhD | kreardon@uoregon.edu
Added Endorsement: Reading Intervention Coordination & Advising –and-- Master's only Coordination & Advising	Beth Harn, PhD | **bharn@uoregon.edu**

Program Coordinator Responsibilities

- Student admissions to the licensure program
- Student orientation
- Quarterly review and follow-up with struggling students
- Advising and quarterly updates about course sequence and registration
- Faculty/Staff orientation and general training
- Record maintenance/documentation to ensure program compliance with TSPC

Practicum Coordinator Responsibilities

- Practicum site development & coordination
- Observation and monitoring of student progress in practicum
- Students & supervisor support
- Cooperating professional support
- Ongoing implementation of supervision

Section I | K-12 Licensure Program Policies

The Special Education K-12 Licensure Program is designed to provide pre-service training and support the ongoing development of professionals to design, deliver, and continuously improve effective educational, employment, and community experiences for persons with disabilities. The program responds to the many changes in education, for students with and without disabilities. It affords the opportunity to align efforts with general education and its curriculum, licensure structure, reform efforts, and goals for students in the 21st Century. In response to Oregon's call for a standards-based educational model, the program ensures that teachers are prepared to work collaboratively with general educators to assist students in making progress toward meeting state benchmark standards. For students with more severe disabilities, the program addresses the needs of students both developmentally and in terms of community-referenced functional skills. The faculty at the University of Oregon provide the foundation for teacher preparation that is anchored to nationally-recognized empirical and best practices research.

The Special Education and Clinical Sciences Department policies for master's students also apply to licensure students. For more information, see the Special Education Master's Program Handbook. The policies most pertinent to licensure students are included below.

Professionalism

Students must exhibit professional behaviors in all courses and practica, demonstrating their ability to interact appropriately as they work with individuals across varied settings. It is imperative that students be able to communicate professionally, manage workload and time demands effectively, and maintain positive and collaborative relationships with colleagues, instructors, and staff (both at the university and at field sites). The Special Education Program draws on three sets of professional standards:

Professional Teaching Standards

Students are expected to meet all the personal and professional criteria that are required of professional teachers in the state of Oregon. These criteria are detailed in the Oregon Administrative Rules (OARs) which require candidates to comply with the state of Oregon Teacher Standards and Practice Commission (TSPC) Standards for Competent and Ethical Performance (OAR 584-020-005 through 584-020-0045). TSPC requires licensed Oregon teachers to comply with the following ethical standards:

1. The Competent Educator | [584-020-0010](#) | The educator demonstrates a commitment to:

   - Recognize the worth and dignity of all persons and respect for each individual
   - Encourage scholarship
   - Promote democratic and inclusive citizenship
   - Raise educational standards
   - Use professional judgment
   - Promote equitable learning opportunities

2. Curriculum and Instruction | [584-020-0015](#) | The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

3. Supervision and Evaluation | 584-020-0020 | The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

4. Management Skills | 584-020-0025 |The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required, and as needed to assist the growth of students.

5. Human Relations and Communications | 584-020-0030 **|** The competent educator works effectively with others -- Students, staff, parents, and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity, and judgment about educational matters, the school, and the needs of students.

6. Ethical Educator | 584-020-0035 | The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing, the ethical educator considers the needs of the students, the district, and the profession.

Teaching candidates will be formally assessed on these items through various assessments and surveys in practicum.

Program Standards

Students are also expected to display the general personal and managerial skills that they will need to function effectively as special education teachers, including the following:

- Relate well with students, teachers, supervisors, and other professionals;
- Behave ethically and responsibly both on campus and in the field;
- Communicate accurately and effectively with various individuals and groups (including all verbal, written, or electronic communications);
- Be consistently prepared for practicum and field study activities;
- Maintain the confidentiality of pupils and their school records;
- Attend required program functions;
- Complete assignments and other program requirements according to deadlines stated in the program handbook and in course syllabi.

University Standards

All students are subject to the regulations stipulated in the UO Student Conduct Code. This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University. *The full text of the University of Oregon's Student Conduct Code, including procedures for handling student conduct cases, can be found at* https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code . *Prohibited conduct is broken into four types of misconduct: academic misconduct, substance use*

misconduct, general misconduct, and discriminatory misconduct (see subcategories in the table below). Full definitions can be found in the Student Conduct Code.

ACADEMIC MISCONDUCT	SUBSTANCE USE MISCONDUCT	GENERAL MISCONDUCT	DISCRIMINATORY MISCONDUCT
Assisting in the commission Cheating Fabrication Multiple submissions Plagiarism Unauthorized recording/use	Alcohol Cannabis Other controlled substances Smoking and tobacco	Attempts/threats/inciting Damage/destruction Disruptive behavior Failure to comply Falsification Gambling Harassment Physical contact Public urination or defecation Retaliation/obstruction Safety hazard Theft Threatening behavior Unauthorized access/use Unwanted contact Misuse of computing resources Violation of law Violation of university policy Weapons	Violation of discrimination policy Sexual misconduct Sexual exploitation

Within these regulations it clearly specifies that the UO Campus and all UO affiliated activities (e.g., games, gatherings, etc.) are completely smoke free (including vaping and marijuana). Additionally, the regulations indicate that it is a violation to go to class or a University sponsored event under the influence of alcohol, marijuana, or illegal substances. Please familiarize yourself with these to maintain a safe and respectful campus community.

Technology Etiquette Guidelines

As an educator, you have a professional image to uphold in how you conduct yourself in the use of any electronic media or technology (e.g., school district website, Facebook, Twitter, text messaging, cell phone use, etc.). Instances of misconduct, engaging in inappropriate dialogue about schools and/or students or posting pictures and videos of individuals engaging in inappropriate activity online can result in serious repercussions including termination from the SPED program. Any videos taken in a field/school placement must be obtained with necessary permissions and cannot be posted on a non-password protected website. Guidelines for use of technology are as follows:

Educational & Social Networks
- If using an educational network at your practicum site, find out what the district and school policies are and comply with them.
- Do not post/send photos or videos of students without written parent or guardian permission.
- Do not accept students as "friends" on social networking sites (e.g., Facebook, Twitter, etc.).
- Decline any student-initiated "friend" request and discourage online "friendships" with students.
- Remember, "friends" have the ability to download and share your information with others.
- Never discuss students, teachers, or staff or criticize school policies or personnel.
- Post or send only what you want the world to see. Once you post something, it may be available even after you have taken it down.

Email & Text Messaging

As an educator, you are expected to use appropriate language and demonstrate a professional demeanor in all written communication with classroom teachers, parents, students, and university faculty and supervisors. This includes all written (email and text messaging) and verbal communication, including phone conversations. Guidelines for the use of email, text messaging, as well as use of cell phones at your practicum site are as follows:

- Think three times: before you write, after you write, and before you send your message. Carefully compose all responses.
- Always use correct grammar, spelling, punctuation, and paragraph structure. Careless spelling, grammar, or punctuation conveys a lack of professionalism. Use the spell-check feature that accompanies your email program.
- Do not capitalize whole words that are not titles. Capitalizing is generally interpreted as SHOUTING to your reader.
- Get your most important points across quickly.
- Use the descriptive subject line to identify the message content. Emails without a descriptive subject line may be deleted without reading.
- Avoid flaming or the expression of extreme emotion or opinion in an email message. You will alienate your reader, possibly causing ill feelings.

Remember email responses are permanent. To reduce email communication problems:
- Resist the temptation to "fire off" a response.
- Read the original message again. You may have misinterpreted the message.
- Draft a response and let it cool off for a time before sending it.
- Break the cycle of message and response. A telephone call or personal conversation can do wonders in resolving difficulties.

Cell Phone & Text Messages While in Campus Classes and Field/Practicum Placements
- Turn your cell phone off. If you need to have your cell phone on, set it to vibrate.
- Let your cell phone calls go to voice mail.
- Refrain from checking and responding to voice and text messages while at your practicum site.
- Use of your cell phone should be reserved for important calls and messages only, and only during a "down time" (i.e., break, recess).
- If you need to make a phone call, wait until you have a break and then find a private place to make the call.
- Do not use text messaging to communicate with students.

Teacher Candidates and Child Abuse Laws

All citizens have a responsibility to protect those who cannot protect themselves. Members of the general public may report suspected abuse and/or neglect if they choose. Oregon state law, however, mandates that workers in certain professions (e.g., teachers, police, physicians, attorneys, etc.) must make reports if they have reasonable cause to suspect abuse or neglect. These people are called *mandatory reporters* and they are a crucial link in the system to protect Oregon's most vulnerable citizens.

NOTE: AS A LICENSED TEACHER, YOU WILL BE A MANDATORY REPORTER.

Be aware that a teacher candidate is not considered a full professional or employee of a school district, so is not considered a mandatory reporter. As a *teacher candidate*, however, you should report suspected child abuse immediately to your cooperating teacher and your field supervisor. You do not need "hard" evidence because you are reporting suspicions, not facts.

The University of Oregon's policy on abuse reporting is: *Volunteers, contractors, interns or students who are not employees are **not** mandatory reporters. However, it is the University's expectation that volunteers, contractors, students, and interns will report issues of suspected child abuse to their UO supervisors.*

Teacher candidates will be required to attend a Mandatory reporter training during Orientation week. A certification of completion will be given at the end of the training, which should be kept for future employment as a licensed teacher.

How to report as a *Teacher Candidate*:
1. Inform your Cooperating Teacher and your University Supervisor:
   a. The name of the child,
   b. Any information that you believe might be helpful in establishing the cause of the injuries or showing the willful neglect and the identity of the person or persons responsible, and
   c. The facts which led you to believe that the child has suffered injury or willful neglect.
2. If possible, be present when the Cooperating Teacher or Program Director calls the Oregon Department of Human Services (DHS) to report suspected child abuse and/or neglect.
3. Meet with your University of Oregon Supervisor and the Practicum Coordinator to debrief and get any additional support.

Immunity from liability: Anyone reporting any incident of child abuse or neglect is immune from liability, civil or criminal, that might otherwise be incurred or imposed, unless the person acted in bad faith or with malicious purpose.

Background Checks
The College of Education (COE) is committed to ensuring the protection of minors and other vulnerable populations. As a result, students must have a *clear and current background check* prior to enrolling in any COE course that requires students to act as a practicing professional (i.e., counselor, teacher, therapist, case manager etc.) or that requires students to be responsible for the care, custody or control of minors and/or other vulnerable populations.

To support this, candidates in TSPC licensure programs complete two checks prior to first field experience: a TSPC clinical practices check and a COE check. Both are required due to changes in TSPC's data system that no longer allow education preparation providers to directly verify clearances conducted through their agency.

TSPC Clinical Practices Check

- Apply through TSPC's eLicensing system (https://apps.oregon.gov/TSPC/eLicense)
- Cost at application is $76

- TSPC emails specific codes and instructions for fingerprinting within 5-7 days; fingerprinting currently costs $12.50
- Results return in approximately four weeks; candidates are notified of clearance via email
- Candidates provide confirmation of TSPC clearance date to the College of Education at http://bit.ly/TSPCClearance

COE Background Check

- Application completed through Risk Mitigation Services at http://www.riskmitigation.us/UOCOE
- Total cost is $20.50
- Physical fingerprinting is not required
- Results typically return within two weeks
- Results are reported directly to COE

Please direct any questions about these processes to the Licensure and Field Services Team at coeplacement@uoregon.edu

Tk20

The College of Education utilizes Tk20, a comprehensive data system that allows programs to serve students better by providing tools for managing field placements, distributing and maintaining field assessments and evaluations, and gathering data for ongoing program improvement and accreditation purposes. Tk20 is provided to students currently enrolled in College of Education degree programs; candidates pursuing degrees outside the COE will be notified by their programs as to when and how to access a Tk20 account.

To access Tk20, log in using your Duck ID and password at https://tk20.uoregon.edu/

Please direct Tk20-related questions and support requests via the UO ticket system Tk20 Support Request.

Students must be registered for Tk20 by the end of of the second term. Students who are not enrolled will not be allowed to register for practicum.

Continuous and Part-Time Enrollment

Once an individual is admitted to the Special Education Program and enrolls in classes, the student is officially a graduate student. To maintain graduate status within the Department and the Division of Graduate Studies, all students must be continuously enrolled. To meet the Division of Graduate Studies's continuous enrollment requirement, students must register for *at least three graduate credits each term* (excluding summer sessions) **or** be *officially on-leave*.

On-leave status is granted to students in good standing for a maximum of three academic terms (excluding summers), after which registration for a minimum of three graduate credits each term is required. Students may apply for a maximum of three academic terms of on-leave status during the course of study for their degree or license. The On-Leave Request form and further information is available online: https://gradschool.uoregon.edu/academics/policies/general/on-leave-status

Failure to comply with the continuous enrollment policies results in termination from the Division of Graduate Studies. To re-enroll, a student must fill out a Petition for Reinstatement form to the Division of Graduate Studies. Your request must be reviewed by the Division of Graduate Studies (subject to requirements outlined on the Division of Graduate Studies's website). Students may be required to register and pay for the number of credits (equivalent to three hours) for each term stopped out. If the credits equal more than 16 term hours, students may be required to enroll in multiple terms of increased registration. More information and the form is available here: https://gradschool.uoregon.edu/academics/policies/general/continuous-enrollment

The program and the Division of Graduate Studies reserve the right to accept or deny re-enrollment requests. A denial can be based on a review of the student's graduate record or if the student/faculty ratio is beyond the capacity to adequately meet the needs of the student. Enrollment limitations are subject to available funding, University Administration rulings, and the Board of Higher Education. The petitioner may be required to meet the admission policies and degree completion requirements in effect at the time of re-enrollment.

If students are absent from the program for more than one calendar year, they may be required to take additional field studies and/or retake some courses, especially methods classes. When a student has been re-admitted to the program, the student should meet with his/her advisor and the Program Coordinator to create a refresher plan appropriate to the student's strengths and needs.

Instruction and Advising

Evidence-based instruction and student advising rely upon a commitment that goes beyond the capacity of any single individual. Multiple professional and personal development needs are effectively met through a network of people. As a program, our goal is to meet the needs of our graduate students through a commitment to teaching evidence-based practices and active advising.

Faculty Advisor Role	Faculty Instructional Role
- Provide accurate and timely information regarding academic programs, policies, and procedures. - Monitor students' academic standing and progress. - Assist students in identifying and overcoming factors that may hinder their academic performance. - Conduct quarterly advising and provide updates about course sequences and registration. - Share general advising and degree information - Provide information about TSPC license requirements. - Assist in career planning.	- Determine course content, requirements, and evaluation criteria. - Provide clarification about course requirements and assignments. - Meet with students during scheduled office hours to discuss course-related issues. - Recommend approval/denial of course waivers. - Coordinate, supervise and provide on-going mentoring of GEs, including preparing class plans/notes, designing a syllabus, creating assignments and exams, leading discussions, and evaluating student work.

Grades

Grade Point Average (GPA)

Students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in all graduate courses taken in the license program. Grades of D+ or lower in graduate courses are not accepted for graduate credit but are computed in the GPA. The grade of N (no pass) is neither accepted for graduate credit nor

computed in the GPA. A GPA below 3.0 at any time during a student's program or the accumulation of more than five credits of "I" (with the exception of Master's project, thesis, or research credits), "N", or "F" grades -- regardless of GPA -- is considered unsatisfactory and student retention procedures will be initiated.

Please note: The Division of Graduate Studies requires students to have a cumulative GPA of 3.0 or higher by the time they apply for graduation. Otherwise, the Division of Graduate Studies will not approve the awarding of the degree. ***Grades lower than a C- will not be accepted for any required licensure course.***

Grading Procedures

The faculty recognizes the intra- and inter-individual differences of people. None of us can be exceptional, acceptable, or satisfactory in all things. Therefore, grading procedures should be regarded as a method of evaluation of each person's performance against a standard. The grades and general standards are as follows:

➢ The grade of "A" means exceptional work of the quality performed by some graduate students.

➢ The grade of "B" means fully acceptable work for graduate students.

➢ The grade of "C" means satisfactory work that meets the instructor's requirements. *Note*: The Division of Graduate Studies requires a B average for obtaining a Master's degree. The B average could consist of half C's and half A's for graded hours. C grades can apply toward licensure. The department may require a B for scholarship/tuition waivers.

➢ A "P" (pass) grade means satisfactory performance (B- or better for graduate students).

➢ An "N" (no pass) grade means unsatisfactory performance, no credit awarded (C+ or lower for graduate course work).

➢ An "I" (incomplete) is an instructor-initiated mark. A mark of "I" may be reported only when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.

Instructors agree that grades will be assigned based on an evaluation of individual student performance as measured against requirements and objectives stated in the course syllabus. We explicitly recognize that professional and clinical experience and judgment are a necessary and legitimate element in evaluation and grading of student performance. Individual instructors must retain the freedom to consider student participation, attitudes, attendance and any other factors reasonably related to evaluation of overall student performance. Not all factors can or should be quantified.

Grading for Methods Courses

Licensure students must enroll in methods classes for a grade (SPED 540 Early Literacy for Diverse Learners, SPED 541 Intermediate Literacy for Diverse Learners, SPED 542 Adolescent Literacy for Diverse Learners, SPED 522 Special Education Math Instruction, SPED 543 Supporting Students with Low Incidence Disabilities, and SPED 660 Design of Instruction). Students must complete each course with a minimum grade of B-. If a minimum grade of B- is not earned, the student **must** retake the course. Four of six methods courses must be passed *prior to student teaching (FSFE)*.

Grading for Practica and Field Studies

Levels of the practicum sequence are designed to be progressively more difficult, requiring greater independence on repeated skills while adding new skills each term. Students must successfully complete

their practicum and concurrent seminar in order to progress to the next level. Evaluation of practica and field studies is done by the Practicum Coordinator with the assistance of university supervisors and cooperating professionals. If a student (a) fails to complete the tasks and assignments agreed upon in each term's Practicum Agreement Form, (b) fails to complete practicum requirements noted in the program handbook or in the Professional Practices syllabi, and/or (c) fails to meet the program's standards for instructional or professional competence in a practicum, the student's performance in the program will be considered unsatisfactory.

Grades of Incomplete
Students need to complete coursework in a timely fashion. In order to remain in good standing, students may not have more than five credits of "I" at any point in time. (Note: Research and thesis credits remain as "I" until the project/thesis is complete and are not considered for purposes of this policy). If a student wishes to request a grade of "incomplete," they must meet with the course instructor, fill out an Incomplete Grade Contract (if the instructor agrees to the grade of Incomplete), and provide a copy of the form to his/her program advisor and the Academic Program Coordinator.

The University policy for graduate students is that "incompletes" must be converted to a passing grade within one calendar year of the assignment of the incomplete. If a grade has not been converted from an "I" within one calendar year, the student must petition the Division of Graduate Studies for permission to change the grade.

Student Retention
The Special Education and Clinical Sciences Department has a number of policies and procedures to identify and provide support to students so they can complete the program in a timely manner. Students who are in *"good standing"* and making adequate progress: 1) have an approved program plan on file, 2) maintain a B average in all licensure coursework, and 3) have no more than 5 credits of "I" (with the exception of Master's project, thesis, or research credits), "F", or "N".

A student who at any time has more than 5 credits of I, F, or N (not counting I for thesis, master's project, or research) will be considered *"not in good standing"*, and procedures for student remediation will be initiated.

Quarterly review
Once a term, the program and practicum coordinators review student grades, progress in meeting program requirements, and other evaluative feedback (e.g., written supervisor's evaluations) the student has received for coursework and fieldwork. This is a formative evaluation designed to identify areas of need for support and remediation. If the student's progress is unsatisfactory, remediation procedures will be initiated.

Annual review
Once a year, program faculty will systematically review all part-time and full-time students. The purpose of the review is to assess whether students are making adequate progress through coursework, field studies and internship if appropriate. If a student is making inadequate progress, the student will receive written notification signed by the Director of Graduate Studies or Department Chair indicating the student's progress has been reviewed and the student is considered *"not in good standing"*. The student will then have the opportunity to receive assistance in developing a plan of action to remediate the problem.

Student Remediation

When serious deficiencies are noted, students will be notified in writing by the Director of Graduate Studies or the Department Chair with copies to the advisor, Department Chair and the student's file. Within 30 days from the date of the letter, the student must meet with the Program Coordinator. The Program Coordinator, practicum coordinator, and the student will jointly develop a plan of action. If the student does not agree with the plan of action, the student may file a grievance.

The written plan of action will specify a student's particular needs for support, a recommended corrective action, criteria and dates for determining resolution of needed supports, and a timeline for review. The document should also include a description of any previous efforts to address or prevent each issue. This document should be signed by the Program Coordinator, Practicum Coordinator, and the student and placed in the student's file. The student's signature indicates agreement to follow the plan of action.

Termination from the Program

There are two ways that a student can be terminated from the SPED Licensure program – either by voluntarily relinquishing their standing with the Division of Graduate Studies or when remediation efforts are not successful. Below are the procedures for implementing these options for students in the Department of Special Education and Clinical Sciences.

Voluntary Relinquishment of Standing

Students who choose to voluntarily terminate their participation in a program should notify the appropriate Director of Graduate Studies and the Academic Program Coordinator. This communication should indicate the term and year the student is leaving the program, the reason for termination, and whether or not they plan to return at a later date.

The APC will keep this letter on file for at least five years and be prepared to develop a report of student attrition for the College of Education evaluation reports. The student should also complete and sign the "Relinquishment of Graduate Standing" form, if relevant.

To be reinstated following voluntary relinquishment of standing, the student must reapply to the program. If the program readmits the student, they will be held to the program standards under which they are readmitted.

Involuntary Relinquishment of Standing

In situations where remediation efforts have not been successful, students may be counseled about alternative options and/or terminated from the program. Students may be asked to leave a program for a variety of reasons. Examples include but are not limited to behavioral problems, academic factors, or legal/ethical factors. In addition, failure to follow Division of Graduate Studies requirements for continuous enrollment will result in involuntary relinquishment of standing. In the latter case, reapplication to the program is required for re-admittance to be considered.

A decision to terminate will be made by the program committee and forwarded to the Department Chair for approval. A certified letter from the Director of Graduate Studies or the Department Chair will be sent to the student with the termination decision. In this letter, the student will be given the reasons for termination and notification of rights to file a grievance. Copies will be sent through the

department's APC to the Office of Student Academic Services and will be forwarded to the appropriate university offices.

Accommodations and Support Services for Diverse Students

The University of Oregon provides a number of programs designed to support students with diverse needs. The Office of the Dean of Students offers assistance to adult learners who have been away from college for a number of years. The Center for Multicultural Academic Excellence provides a supportive, caring environment for people of color. The Lyllye Reynolds-Parker Black Cultural Center is a welcoming and supportive space that helps Black students harness the resources necessary to navigate their social, cultural, and academic experience. In addition to these offices, there is a range of student organizations on campus, including groups for veterans, LGBTQ students, and students that are also parents. A complete listing of these organizations can be found in the UO Office of Student Life. Resources, supports, and more information can be found here: http://studentlife.uoregon.edu.

Students with disabilities may obtain appropriate accommodations for their particular needs from the *Accessible Education Center:* https://aec.uoregon.edu. Eligibility for services must be supported by professional documentation of disability and need for services. Students should contact the program coordinator or the Accessible Education Center in 360 Oregon Hall for more information.

Conflict Resolution

The mission of the College of Education is to be a "community of leading researchers and practitioners dedicated to transformational scholarship, integrated teaching, and collaborative practice, designed to enhance individual lives and systems within a culture that values diversity and promotes respect and inclusion." Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment.

Within the College of Education, you can contact:
Associate Dean for Academic Affairs
Dianna Carrizales-Engelmann
dcarriza@uoregon.edu

Outside the College, you can contact:

UO Bias Education and Response Team: 346-3216 or http://dos.uoregon.edu/bias
UO Student Conflict Resolution Center: 346-0617 or scrc@uoregon.edu | http://scrc.uoregon.edu/
UO Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

Student Grievance Procedure

All students are expected to abide by the Student Conduct Code. If students question a faculty or staff member's actions or evaluation of academic performance, they may file a grievance. A student grievance is defined as including any disagreement concerning a course, course of study, grades, comprehensive examination, thesis, or any other matter substantively affecting a student's program. The processes and timelines for initiating and responding to formal academic grievances by students are governed by University of Oregon Policy and are listed in detail on the UO Policy website. If a student wishes to file a grievance, the complete text for this policy is located under "Student Grievance Procedures" on the following website: https://investigations.uoregon.edu/reporting .

A paper copy of these grievance procedures may also be requested from the Program Director or Department Head.

Students have four rights under FERPA and the UO Student Records Policy: (1) the right to inspect and review their record, (2) the right to seek an amendment to their record, (3) the right to restrict disclosure of their Directory Information as defined at UO, and (4) the right to file a complaint. The processes around all of these rights are managed by the Office of the Registrar. More information can be found on the following websites:

University of Oregon Policy Library
http://policies.uoregon.edu/student-records-1

UO Registrar's Office
http://registrar.uoregon.edu/records-privacy

A file is created for each person applying to the College of Education in the appropriate program office. Once a student is admitted, student files are kept with the Academic Program Coordinator (340 HEDCO). Advisors also receive basic information on each of their advisees. Only program faculty members and staff who have legitimate need to access student files and have authorization are able to do so. At the completion of either a master's degree or licensure program, whichever happens first, the student's file will be transferred to the college's Office of Student Academic Services.

Section II | General License Information

In Oregon, the Teacher Standards and Practices Commission (TSPC), oversees the awarding and renewal of teaching and administrative licenses and endorsements. This is the state agency that approves licenses for teachers, administrators and others within Oregon's schools. It is often referred to as TSPC. TSPC is located in Salem at 250 Division Street NE,. 97301, phone 503-378-3586. The web site location is: http://www.oregon.gov/tspc.

In the College of Education, specific questions about TSPC licensure, license applications, and teacher licensure in other states can be sent to coelicensure@uoregon.edu.

Students in the Special Education Program work toward completion of a Special Education: Generalist license with an authorization in grades K through 12. This section provides information about license program requirements as well as other requirements necessary in order to apply to TSPC for a license or endorsement.

Coursework for the K-12 Special Education Licensure Program

The licensure program prepares pre-service or in-service teachers to work with students with disabilities ages 3-21 in a variety of settings, pre-K through grade 12 and transition. Graduates of the program are prepared to apply for an initial special education teaching license that incorporates these multiple levels, services, and settings, making this a highly flexible option.

The program prepares professionals to help children and youth with disabilities succeed, through rigorous coursework and practicum experiences on topics including: characteristics of learners and services, cutting edge assessment techniques, evidence-based approaches to designing and delivering instruction, effective classroom and behavior management techniques, collaborative practices, and transition services.

Required Coursework

	Fall	Winter	Spring
Year 1	• SPED 511 Foundations of Disability I (3) • SPED 526 Behavior & Classroom Management (4) • SPED 540 Early Literacy for Diverse Learners (4) • SPED 610 Assessment in SPED (3)	• SPED 515 Diversity in Special Education (3) • SPED 528 SPED Law (3) • SPED 541 Intermed. Literacy for Diverse Learners (4) • SPED 543 Supporting Students with Low Incidence Disabilities (4)	• SPED 522 Special Education Math (4) • SPED 542 Adolescent Literacy for Diverse Learners (4) • SPED 609 Practicum 1/SPED 653 Student Teaching I (3) • SPED 588 Professional Practices (3)
	Fall	**Winter**	**Spring**
Year 2	• SPED 536 Advanced Behavior & Classroom Management (3) • SPED 588 Professional Practices (3) • SPED 609 Practicum 2/SPED 654 Student Teaching II (4) • SPED 660 Design of Instruction (4)	• SPED 588 Professional Practices (3) • SPED 633 Transition Planning & Instruction I (3) • SPED 655 FSFE/Student Teaching III (9)	• SPED 634 Transition Planning & Instruction II (3) • EDUC 611 Survey of Educational Research Methods (3) *Master's requirement*

Embedded Reading Intervention Endorsement

Candidates in the K-12 SPED Initial Licensure program students have the opportunity to add an endorsement in Reading Intervention. The coursework for the endorsement is included in the program of study for the K-12 SPED license – SPED 541, SPED 542, SPED 610, and SPED 660. Candidates in the embedded endorsement option will complete the clinical requirements for the reading endorsement in SPED 609 Practicum I/SPED 653 Student Teaching I. This practicum experience is designed to provide students with opportunities to provide reading instruction in a structured setting. Students teach reading to small groups of students using curricula based in direct/explicit instruction, collect data to progress monitor, and work closely with a cooperating teacher to adjust instruction to improve student outcomes. Candidates must pass all K-12 initial course and clinical requirements prior to being recommended for the added endorsement in Reading Intervention, as well as the Praxis Reading Specialist (5301) assessment.

Course Waivers

With the approval of the program coordinator, courses taken prior to entering the K-12 Special Education Program may be used to satisfy (waive) required licensure courses. A student must have earned a grade of B- or above or a 'Pass' in the course equivalent. Experience in the field is generally not a basis for waiving coursework, nor is experience sufficient for waiving practica. We expect students to have experience, and many students have extensive experience in the classroom. However, our supervised practica require completion of specific tasks and demonstration of instructional competence; therefore, practica are rarely waived.

Students are responsible for completing the COE Request for Waiver of Credit form, available from the Program Coordinator, advisor, or online at this link; and compiling appropriate documentation of prior applicable coursework. After checking with the Program Coordinator, students who wish to waive a course should make an appointment with the course instructor to determine what evidence is needed to support the waiver request. Evidence could include a course syllabus, list of readings, copies or descriptions of tests and quizzes, copies or descriptions of projects and activities, and evidence of performance in the course (transcript). If the course instructor approves and signs the petition, the student then obtains the signature of the program coordinator. Approved forms are added to the student's file and forwarded to the College of Education's TSPC liaison upon program completion. If a student's request for a waiver is denied, the student may use the College of Education's appeal process and may also appeal the decision to TSPC.

Exit and Follow-Up Surveys

Toward the end of student teaching, students will be asked to complete an exit survey. The purpose of the exit survey is to give students an opportunity to provide the College of Education and the K-12 Special Education Program faculty with feedback about the program and students' experiences in the College of Education. This information is critical to helping us to continually improve our program. We strongly encourage students to take the time to complete the survey when given the opportunity.

As part of the college's commitment to continuous improvement, we will be following up with you post program completion. We request that you support these efforts and respond to surveys aimed at understanding the effectiveness of your preparation.

Section III | Additional TSPC Licensure Requirements

Oregon State Law and Oregon's Teacher Standards and Practices Commission (TSPC) set a number of requirements for licensure in addition to completing a university-approved program. These requirements are described in this section.

Character Questionnaire

Oregon's Teacher Standards and Practices Commission (TSPC) will deny or revoke a teaching license if a person is convicted of a specific set of offenses. These offenses are listed on a form called a Character Questionnaire. TSPC and the UO College of Education require that students admitted to approved teacher preparation programs provide evidence of good moral character necessary for licensure by responding to questions on the Character Questionnaire. Students complete this form as part of their application to the license program. Students will be required to complete and sign this questionnaire again prior to student teaching to confirm there have been no changes to their criminal record.

Fingerprinting and Background Check

TSPC and the UO College of Education require students who plan to do practica in Oregon public schools to submit their fingerprints for a criminal background check.

This is required prior to the first field study or practicum. Students may not begin field study or practicum without having completed this process and having been cleared.

Students will be provided with information regarding fingerprinting and TSPC Clearance at orientation. Students who have previously completed the fingerprinting requirement for TSPC do not need to meet this requirement, provided they held a license within the three years prior to their application for student teaching. All students are responsible for checking the TSPC website to find out if their background check has received "clearance". Students should follow all steps of the fingerprinting process, including uploading proof of clearance to https://goo.gl/DuHCcd.

College of Education ID Badges

The UO background check and subsequent badging process does not qualify students to enter external sites. Teacher candidates are expected to complete the volunteer procedures inclusive of a separate background check at the site in which they are placed. The COE badge can be used for placements within the COE such as the HEDCO Clinic and the Center for Teaching and Learning.

Professional Examinations for Oregon Licensure

TSPC requires applicants for Oregon Teaching Licenses and Endorsements to demonstrate competence in specific specialty area(s) in which licensure is requested. Students must demonstrate competence by passing this professional content exam and a civil rights exam before becoming eligible for an Oregon teaching license.

Civil Rights and Professional Ethics

Beginning Fall 2021, licensure candidates are required to complete an online course and pass an assessment on Civil Rights and Professional Ethics. The course can be accessed here: https://classroom.google.com/u/0/w/MzYxMjIxODUyNjkw/t/all

Upon completion of this course, students will know and understand:
- ethical standards for educators in Oregon
- federal laws that protect individual civil rights and prohibit discrimination in educational settings
- state laws that protect individual civil rights and prohibit discrimination in educational settings
- federal codes/laws related to privacy of student records and health information
- federal regulations that prohibit discrimination and ensure equal opportunity for accessing food and nutrition services

This course must be passed prior to engaging in field experience. A passing score of 20/25 the Civil Rights and Professional Ethics Assessment is required.

NES Special Education Licensure Test
The NES Special Education licensure test is a comprehensive exam aligned to national learning standards and is required for licensure. For additional information visit:
https://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT601_TestPage.html

Timeline for Completion	Spring of Year 2 or after you've completed a majority of courses and half of your clinical work.
Format	Computer-based test, 150 multiple-choice questions
Time to Complete	Three hours
Test Dates	By appointment
Test Sites	Online proctoring and test sites in Oregon and nationwide.
Passing Score	220 or above
Test Fee	$95
Score Reporting	Your test results are provided immediately after testing; your score report is released within two weeks of testing.

Online Test Preparation
The National Evaluation Series (NES) in collaboration with TSPC has a portal for Oregon licensure testing. The Oregon Educator Licensure Assessments (ORELA) website, www.orela.nesinc.com ensures that its educator licensure candidates have easy access to all the tools and information needed for a successful testing experience. The ORELA website gives candidates a single, online point of access for all their testing information and services, including online study guides for the NES tests, as well as sample test questions and answers.

It is the student's responsibility to provide an official copy of their score report to the TSPC Licensure Liaison.

edTPA
Beginning in Fall of 2015, TSPC requires that ALL teacher candidates in Oregon use the edTPA as a culminating performance assessment. EdTPA is a performance assessment of readiness to teach that has been adopted by over 30 states and throughout Oregon. Licensure candidates will complete the edTPA during their Final Supervised Field Experience (or student teaching) – typically the second to last term.

Passing this assessment is a prerequisite for a teaching license. Information will be provided throughout the program.

Applying for an Oregon Teaching License

Once students have successfully completed their licensure program of study at the University of Oregon, they will need to complete the license application process. The TSPC Licensure Liaison will hold an information session to provide students with guidelines and instructions for the teaching license/endorsement application process. Students will apply online for the teaching license and pay a non-refundable fee.

In addition, when students have completed all of their University prescribed coursework, practica, work sample(s) for licensure/endorsement and required testing, the TSPC Licensure Liaison will verify that students have completed these requirements by completing and submitting a Program Completion Verification form to TSPC (TSPC Form C-2).

Section IV | Applied Field Experience

Applied field work is a prominent and critical component of the Special Education program, comprising approximately one-quarter of your program coursework. There are two types of applied field work: (1) practicum/student teaching, and (2) field studies. The basic difference is that **practica/student teaching experiences** are highly structured and supervised, requiring teacher candidates to actively plan and implement instruction, and **field studies** are unsupervised and less structured. Field studies can be used to gain supplemental experience prior to taking the formal practicum sequence (in the licensure path). Both types of applied field experience provide teacher candidates with opportunities to apply and practice a range of skills discussed in the academic program, as well as gain practical knowledge of schools, agencies, and other support systems. Practica and field experiences allow teacher candidates to practice instructional delivery skills and other skills needed to provide direct support to school, home, business, and community. These experiences are essential components to each teacher candidate's program.

The Practicum Sequence

Teacher candidates in the Special Education Program who want to obtain a special education teaching license are required to complete three practicum experiences: Practicum I/Student Teaching I, Practicum II/Student Teaching II, and Final Supervised Field Experience (i.e., Student Teaching III). These experiences are completed in varied settings (e.g., classroom types) and at different grade levels in accordance with the program and TSPC licensure requirements for the state of Oregon. This variety ensures that teacher candidates will see and experience a range of classroom formats, teaching styles, developmental needs, and administrative challenges across practicum settings.

During the first term, teacher candidates will be contacted by the Practicum Coordinator for an interview to discuss past experience, goals, and preferences. The coordinator will use the K-12 Clinical Intake Form to map out each teacher candidate's tentative clinical sequence. The following section summarizes information about the requirements for each of these practica.

Practicum I/Student Teaching I

The initial practicum is a 3-credit, 12-hour-per-week experience in an elementary or middle school (grades K – 8), and is focused on reading instruction, to meet the requirements fo the embedded reading intervention endorsement. Practicum students attend 5 days per week (usually in the mornings) for approximately 2½ hours per day. As this is the first practicum experience, the teacher candidate receives pre-service training to prepare them to take over an intact class, modeling their instruction on the classroom routines that are already in place. Teacher candidates then practice their instruction and management skills while concurrently taking coursework at the university. In addition to teaching one instructional group, teacher candidates engage in other roles to fulfill program tasks, which may include working one-on-one with students, teaching functional skills, providing supports to students with more severe disabilities, or supporting students in general education classes.

Practicum II/Student Teaching II

The second practicum is a 4-credit, 16-hour-per-week experience, tyipcally in a middle or high school setting. Teacher candidates attend 5 days per week in the mornings or afternoons for approximately 3¼ hours per day. Teacher candidates work with pupils at a different grade level than their first practicum and design their own instruction to be formatted into a work sample for TSPC licensure. Teacher

candidates also identify additional program tasks that provide for experience with a range of pupils (with mild to more complex disabilities) and a range of special education teacher roles (teaching, management, personal support, consultation and collaboration, leadership).

Final Supervised Field Experience (FSFE) or Student Teaching III

The final full day practicum for initial licensure students is a 9-credit, 36 hour per week experience. Teacher candidates attend 5 days per week for approximately 7½ hours per day. Teacher candidates negotiate their schedule with the special education professionals in the building, identifying roles and experiences to enhance their knowledge and skills in this final experience. During this term, teacher candidates must fully assume the roles of a special education teacher. The edTPA will be completed, as well as additional experience in general education settings.

Final Practicum for SPED Endorsement

The final half-day practicum is required for endorsement by teacher candidates with an initial Oregon teaching license. This is a 3-credit (90-hour minimum) experience. Teacher candidates negotiate their schedule with the special education professionals in the building, identifying roles and experiences to enhance their knowledge and skills in this final experience.

Credit Hours

One credit hour of applied field experience represents **four clock hours** per week at a teacher candidate's practicum site. Teacher candidates will spend additional time working on related activities, such as lesson planning or curriculum design, outside these hours. Depending on each teacher candidate's program plan, there may be different requirements for their applied field studies**.** The following table outlines the number of practicum credit hours that teacher candidates will need to register for and complete to satisfy their licensure requirements. All applied field experiences (practica and field studies) are evaluated as Pass/No Pass. **Note the difference between those seeking an "initial" special education license versus an endorsement to a current license.**

K-12 Special Education <u>Initial License</u> - Do not have another valid Oregon License	SPED 609 SPED K-12 Practicum I/SPED 653 Student Teaching I (3) SPED 609 SPED K-12 Practicum II//SPED 654 Student Teaching II (4) SPED 655 SPED K-12 Final Supervised Field Exp./Student Teaching III (9)
K-12 Special Education or Reading Intervention <u>Endorsement</u> - Presently hold a valid Oregon license (e.g., elementary education, music education)	SPED 609 SPED K-12 Prac Endorse./SPED 656 Student Teaching K-12 Endorsement (3) SPED 609 Prac Reading Endorse/SPED 657 Student Teaching Reading Endorsement (3)

Schedule

Applied field experiences typically begin the first day of each term and end the last day of finals week. Teacher candidates should plan to follow the schedule established at their site for in-service days, early release days, parent/teacher conference days, holidays, and days off. Teacher candidates are expected to participate in scheduled activities along with their cooperating professional, as appropriate.

Requesting Practicum Sites

The Practicum Coordinator follows the College of Education procedures for identifying appropriate practicum sites and assigning teacher candidates. Teacher candidates do not set up their own practicum or field studies; however, teacher candidates can provide information regarding preferences and the Practicum Coordinator will try to meet them. The Practicum Coordinator reserves the right to place licensure and program requirements, as well as teacher candidates' teaching needs, before teacher candidates' personal preferences for site assignments. Practica are typically located in public schools in Eugene, Springfield, and Bethel School Districts, but occasionally we use other Lane county schools. If a teacher candidate is willing to travel, these may occur outside the local area.

Absences

Up to **four** absences are allowed per term. Teacher candidates must contact both their supervisor and cooperating professional when they know they will not be able to attend practicum. More than four absences, may result in a grade of No Pass. When a teacher candidate is unable to attend practicum due to illness, the teacher candidate must (a) follow the school procedure and time lines for notifying the teacher of the absence, (b) immediately notify the university supervisor, and (c) deliver instructional plans prior to the start of school. Otherwise, the absence may result in the teacher candidate not passing the practicum.

Teacher Candidate Insurance Coverage

Teacher candidates who are in a licensure program will be working in the field with students, parents, and other professionals. These experiences that are associated with the academic program are covered under the University's United Educators Internship and Professional Liability policy. Students are not required to purchase additional liability insurance and can request a certificate of coverage via the academic program director.

Teacher candidates may obtain additional coverage through their private insurance carrier, or they may contact a professional organization that offers professional liability coverage. Low-cost student insurance can be obtained through the Council for Exceptional Children (800-265-9366). The National Education Association also provides student members with liability insurance protection (503-684-3300 ext. 230). Questions concerning insurance coverage can be directed to the University of Oregon Office of Business Affairs.

Discontinuation or termination from a site

Some behaviors trigger removal from a practicum site. Though this is a rare occurrence, critical situations may require an immediate consultation and review by the Practicum Coordinator. In these cases, the Practicum Coordinator must also consider information provided by personnel from both the university and community sites.

1. *Student/Parent/Teacher Complaints:* If a student, parent, or teacher complaint generates a request from the principal, cooperating professional, or parent for the removal of a practicum/teacher candidate, the Practicum Coordinator or Program Coordinator investigates the circumstances to determine whether the situation warrants a relocation of the teacher candidate or a recommendation to deny licensure.
2. *Substance Abuse:* If suspicion of substance abuse (e.g., alcohol, marijuana, illegal drugs, etc.) arises, the practicum/teacher candidate will be asked to attend a meeting with the Practicum

Coordinator, Program Coordinator and/or Program Director to discuss the concern. If concerns remain, the teacher candidate will be encouraged to seek appropriate counseling through the University Counseling Center. Counseling files are confidential. However, under some circumstances, the program may require a condition whereby the Counseling Center is able to confirm that the UO student has sought and received services. It is the student's choice whether to make use of available services. (This may also be prompted by unexplained irrational or erratic behavior that is occurring at a practicum site, which has resulted in complaints.)

3. *Immediate Removal:* Some behaviors require immediate removal from the classroom while the incident is being investigated. These behaviors include, for example: inappropriate touching of a student, use of physical force, sexual harassment, the direct request of a parent or building administrator that the teacher candidate be removed, evidence of substance abuse.

Practicum Supervision Roles

The Special Education K-12 Licensure program encourages a team-based approach as teacher candidates practice teaching in a variety of educational settings. At a minimum, each applied field experience team is composed of three members: 1) the teacher candidate, 2) the cooperating teacher, and 3) the university supervisor.

Teacher Candidates are novice professionals who will practice applying the knowledge and theories that they obtained from coursework and field and clinical experiences. They will work with their team each term designing activities, using feedback from their supervisor and cooperating teacher to make changes in their instructional delivery. Additionally, they are responsible for meeting the guidelines and expectations of the school or agency in which they are placed.

Cooperating Teachers are experienced special education teachers considered to be quality educators who are given the responsibility to help teacher candidates develop the confidence and skills necessary to successfully begin a teaching career. The cooperating teacher has the opportunity to mentor and provide feedback to the teacher candidate on a regular basis. Their role as mentor includes orienting teacher candidates to their new practicum site, providing essential day-to-day information, meeting weekly with the teacher candidate to discuss students' individual progress and needs, and collaborating with the teacher candidate and supervisor to structure and provide feedback throughout the term.

University Practicum Supervisors are faculty from the teacher candidates' university training program, field supervisors with extensive teaching experience, or Graduate Employees (GEs). A teacher candidate's university supervisor plays the role of supporting the teacher candidate. Supervisors provide on-site support through frequent observations and establish and maintain open and regular communication with the cooperating teacher concerning the teacher candidate's progress and needs. Supervisors are responsible for guiding the teacher candidate's acquisition and application of new knowledge and skills. They play a critical role in providing information to the coordinators regarding the teacher candidate's readiness for placement in future, more rigorous clinical experiences.

The **Practicum Coordinator** is the faculty person who coordinates all of the teacher candidates' applied field experience placements. Teacher candidates will meet with the coordinator on an "as needed" basis to plan applied field experiences. Teacher candidates will also have access to the coordinator during professional practices seminars. The coordinator also acts as an administrator, trainer, consultant, and specialist in dealing with any teacher candidate issues that arise between the teacher candidate, the teacher candidate's university supervisor, and/or the teacher candidate's Cooperating Teacher.

Supporting the Teacher Candidate

Cooperating teachers play the important role of supporting teacher candidates in the following ways:

1. Provide positive models for the roles of a special education teacher (our teacher candidates state they learn more from their cooperating teachers than from other sources).
2. Establish a teaching schedule for the teacher candidate's instructional responsibilities and identify opportunities to engage in program tasks.
3. Orient the teacher candidate to the school and the classroom (staff, schedule, policies, procedures, etc.).
4. Establish a regularly scheduled meeting time once a week with the teacher candidate to review the children's progress, give informal feedback, and answer questions.
5. Permit the teacher candidate to use procedures that may be different from those the teacher uses as long as the procedures are approved in advance by the teacher.
6. Communicate with the supervisor immediately if there are any concerns.
7. Formally observe and evaluate the teacher candidate using program assessments.
8. Share their feedback with the teacher candidate and university practicum supervisor at the midterm and final meetings.
9. In consultation with the university practicum supervisor and/or program coordinator, make recommendations regarding the teacher candidate's performance and readiness for continued or final practicum experience.

University Practicum Supervisors are faculty from the teacher candidates' university training program, field supervisors with extensive teaching experience, or Graduate Employees (GEs). A student's university supervisor plays the role of supporting the student by:

1. Providing on-site support through frequent observations, modeling, and coaching.
2. Meeting regularly with the teacher candidate outside of the community/agency context.
3. Establishing and maintaining open and regular communication with the cooperating professional concerning the teacher candidate's progress and needs.
4. Guiding the teacher candidate's acquisition and application of new knowledge and skills.
5. Providing a framework for linking coursework with field experiences.
6. Evaluating the teacher candidate's readiness for more rigorous practica.

Teacher candidates are students in practica or field experiences. They are expected to:

1. Work with their team each term designing activities and responsibilities for their practicum experience (as noted in the practicum agreement).
2. Use feedback from their supervisor and cooperating professional to make changes in their instructional delivery.
3. Have no more than four absences throughout each term.
4. Work with their university supervisor to meet all university requirements.
5. Adhere to the student conduct code and follow all guidelines for professionalism.
6. Meet the guidelines and the expectations of the business, school or agency in which they are placed.

Practicum Observations

During practicum, teacher candidates will be observed throughout the term by a university practicum supervisor (US) and the cooperating teacher (CT). The minimum number of observations is four per term for each the US and CT. Observations can be comprised of on-site visits and video performance and conferencing. Observations will also consist of providing written general and specific feedback to teacher candidates based on prior observations, their needs, and targeted program tasks. Supervisors may interrupt student teaching to either coach or model teaching for their students. University supervisors will leave copies of all written feedback for both the teacher candidate and cooperating professional.

University practicum supervisors are also responsible for evaluating teacher candidates' progress and assessing their readiness for subsequent practica. This is done using both narrative, descriptive feedback and rating forms that separate instructional performance into discrete teaching skills. This evaluative feedback provides teacher candidates with identified strengths, as well as targeted areas for improvement. University supervisors will review these evaluations during weekly conferences to reinforce teacher candidates' skills and suggest specific corrections. Teacher candidates are encouraged to ask questions or discuss these forms with their assigned supervisor or the Practicum Coordinator at any time.

On occasion, the Practicum Coordinator will also observe teacher candidates in their practicum placements. This is often requested by one of the team members and is done for one of several reasons, including: supervisor training, documentation of student progress, consultation about classroom practice, and ongoing assessment of practicum sites. On occasion, if the Practicum Coordinator has significant concerns about a teacher candidate's progress in practicum, he/she/they may request that the Program Coordinator observe the student. The teacher candidate will be notified in advance when this is going to occur.

Mandatory Practicum Meetings

There are several times during each applied field experience when it is important for the teacher candidate, university supervisor, and cooperating teacher to meet and review the teacher candidate's status, term requirements, progress, and areas needing further improvement. These meetings occur at the following prescribed times each term: a) at the beginning of the term to ensure teacher candidate orientation to the site, b) at the middle of the term for midterm evaluation, and c) at the end of each term for a final evaluation. In addition to these meetings, there are conferences, seminars, and individual meetings, as needs arise. Teacher candidates must attend these meetings in order to pass their practicum experiences.

Orientation Meetings

Orientation meetings are designed to help teacher candidates get started in the practicum site to which they are assigned. The *purposes and outcomes* of orientation meetings include:

1. orienting the teacher candidate to the agency or school to which the teacher candidate is assigned,
2. designing or confirming the teaching schedule and tasks to be included in the Practicum Agreement,
3. setting meeting or prep times with the cooperating professional and university supervisor, and
4. discussing term requirements.

The university supervisor will coordinate and chair the teacher candidate's first orientation meeting. Prior to the orientation meeting, the teacher candidate should meet with their supervisor to discuss specific needs in terms of desired outcomes for the term. In subsequent terms, teacher candidates are encouraged to schedule and facilitate this meeting.

Midterm Meetings

Midterm meetings usually occur during the 5th or 6th week of each term and provide a time for teacher candidates to review their progress with their university supervisor and cooperating professional. The *purposes and outcomes* for midterm meetings are to:
1. provide a status report on a teacher candidate's practicum activities to date,
2. review the teacher candidate's progress and decide on tasks for the remainder of the term, and
3. refine the teacher candidate's skills in self-evaluation, meeting facilitation, and oral communication.

To plan for a midterm meeting, teacher candidates should review the sample Midterm Meeting Agenda (available on Canvas for each of the practicum experiences). Prior to the midterm meeting, teacher candidates will check with their supervisors to determine additional agenda items for discussion. Teacher candidates should:
1. schedule a meeting time for their team (teacher candidate, cooperating professional(s) and university supervisor),
2. provide a written agenda for the meeting.

The teacher candidate's university supervisor may be asked to coordinate and chair the first midterm meeting, but teacher candidates will be asked to assume this responsibility in later terms.

Final Meetings

Final meetings occur during week 10 & finals week each term and serve as the final evaluation of teacher candidates' activities throughout the term. In addition, this meeting provides a time to discuss teacher candidates' strengths and areas for needed improvement**.** The sample agenda for the final meeting (see Canvas) is useful in structuring this meeting**.** The *purposes and outcomes* for final meetings are to:
1. provide a status report on a teacher candidate's practicum activities to date,
2. document completion of practicum requirements for the term,
3. define the teacher candidate's expectations/tasks/activities for future applied field experiences, and
4. refine a teacher candidate's skills in self-evaluation, meeting facilitation, and oral communication.

To plan for final meetings, teacher candidates should review the sample agenda on Canvas. Prior to the final meeting, teacher candidates will check with their supervisors to determine additional agenda items for discussion. Teacher candidates should:
1. schedule a meeting time with their team (teacher candidate, cooperating professional(s) and university supervisor),
2. provide a written agenda for the meeting, and
3. provide documentation of completion of all program tasks and requirements.

Teacher candidates are required to assume responsibility for facilitating this meeting.

Additional Meetings

Additional meetings are important for successful experiences each term, and include: 1) weekly planning time with teacher candidates' cooperating professionals – where they can discuss lesson plans and instructional strategies, and 2) regular meetings with teacher candidates' university supervisors – where they can debrief observations and evaluative feedback**.** There are several ways to accomplish the purposes and outcomes for these meetings. Teacher candidates can have two separate conferences or one in which both the cooperating professional and supervisor are present. This should be negotiated by the team and determined at the beginning of each term in the orientation meeting.

The *purposes and outcomes* for conferences are to enable the university supervisor and cooperating professional to:
1. provide regular feedback and support to the teacher candidate,
2. follow-up on a teacher candidate's responsibilities and practicum tasks,
3. review observation notes and problem solve strategies with the teacher candidate for effective teaching,
4. review the teacher candidate's lesson plans and collected data,
5. maintain open lines of communication with each other and the teacher candidate, and
6. help the teacher candidate refine their skills in self-evaluation.

The university supervisor will chair meetings during the teacher candidate's first practicum experience and will continue to provide feedback from classroom observations. However, teacher candidates are expected to chair meetings during later applied field experiences.

Outcomes

The majority of teacher candidates proceed smoothly through the practicum sequence. However, outcomes vary by teacher candidate, and some teacher candidates are determined "ineligible" for a subsequent practicum experience. When this occurs, the team will discuss ways in which the teacher candidate can address issues before proceeding. This can occur in three ways:

1. The teacher candidate agrees to improve standing or meet stated requirements by the end of the term. These expectations are formalized in a plan of assistance to provide structure and clarity. (This may include, but is not limited to, work sample score, evaluation marks for instructional delivery, inability to complete program tasks, professionalism, or organization.) The teacher candidate is supported with a contractual timeline, listing and defining requirements, applicable deadlines for completion, and supervisory responsibilities.
2. The teacher candidate and/or eligibility team determine another practicum experience is necessary to provide further practice and initial mastery of skills/instructional techniques that are required for the subsequent experience. The teacher candidate and program coordinator will update program plan to reflect the change.
3. Teacher candidate and/or eligibility team determine teacher candidate must wait a term to proceed in the sequence to address issues such as academic standing, class "incompletes", neglected program tasks, etc. Teacher candidate is supported with a contracted timeline, listing requirements and applicable deadlines for completion.

Section V | Practicum Requirements

Students have numerous tasks to complete during each practicum. Students must fulfill licensure requirements and demonstrate proficiency in such areas as instructional planning, assessment of student progress, reflective teaching, goal writing, and professionalism. Students are also actively taking part in the cooperating professional's non-instructional duties, practicing meeting facilitation, working with instructional assistants, taking part in IEP meetings and other administrative responsibilities. The following section lists these requirements and identifies to which terms they apply.

Professional Practices Seminars

Licensure students must enroll in a three-credit Professional Practices Seminar each quarter, concurrent with their practica. Within these seminars, the Practicum Coordinator provides students with:

1. a bridge between their coursework and their experiences in their applied field experience,
2. ongoing information about expectations for practica,
3. a forum to discuss and share information about their varied teaching assignments,
4. the prescribed formats and requirements for instructional planning and data collection,
5. information about current licensure requirements,
6. a forum to address critical issues related to the broader community context.

Professional Practices Seminar is graded on a Pass/No Pass basis. This seminar is linked with the practicum sequence and provides the necessary guidelines and supports for meeting practicum requirements.

Practicum Tasks

Practicum tasks are a collection of required competencies to be demonstrated by all licensure students within their practicum settings. The *Practicum Task Log* is designed as a management, planning, and documentation tool to monitor acquisition of these skills and experiences, and includes specific tasks to be completed each term of the teacher candidate's practicum experience. The *Practicum Task Log* is organized to help students track various tasks and experiences across all of their practicum experiences, serving as a **master checklist** of required program tasks.

To successfully complete the licensure program, students must complete 95% of the tasks listed on the *Practicum Task Log*. Some tasks require only one demonstration of competence but others require multiple demonstrations. Students often have repeated opportunities to demonstrate the most important tasks. These tasks are organized into the five areas that reflect TSPC's professional standards: curriculum planning, classroom management, instruction, assessment, and professionalism.

Some tasks require that someone observe the student doing the tasks (e.g., instructional delivery) and some of the tasks can be performed without direct observation (e.g., writing lesson plans). Students will need to provide written documentation tasks that are not directly observed. **Students must be clear in: (a) identifying _when_ each task will be completed, (b) identifying _who_ will be involved in the task (remember to use initials rather than student names), and (c) denoting _what type of evidence_ (e.g., written, observed) will be used to demonstrate completion of each task.**

At the end of each term, each student's university supervisor will indicate the student's completion of tasks by initialing completed tasks. The student, university supervisor, and cooperating professional

team will discuss what has been accomplished and will sign the form. Students should turn in their *Practicum Task Log* to the Practicum Coordinator.

Clinical Feedback on Student Performance

Each term students will be evaluated by their university supervisors in regularly scheduled observations. The forms for these evaluations were developed as assessment tools to guide the student's acquisition of skills related to the professional teaching standards for Oregon teachers (available on Canvas). As such, students are expected to meet a minimum performance standard by obtaining ratings on these forms which are in the "competent" range (evaluation scores of "2" or "3"). Competence is achieved when the practicum student (or teacher candidate) moves from lower evaluation marks to the desired competent range by mid-term evaluation. Although students may be adjusting to the style and format of the classroom in early weeks, the expectation is that students will respond quickly to corrective feedback, becoming more proficient in their teaching delivery skills. If an area or item becomes a consistent challenge, warranting repeated attention, it could signal an area for improvement and remediation. Skill deficits may be addressed through additional observation/evaluation, performance review, performance contract, and/or additional practica focused on providing intensive support. The Practicum Coordinator and the Program Coordinator may also be involved in rating student performance if a situation warrants their involvement.

Work Samples

Oregon law requires work samples as part of program completion for students seeking an Oregon Teaching License. Students seeking an initial special educator license must complete one formal work sample and an edTPA assessment, whereas students with a current Oregon teaching license will need to complete only one work sample—without the edTPA requirement.

A "work sample" is designed to document a unit of instruction that includes: pre- and post-assessment, unit long-term and short-term objectives, instructional plans, evidence of pupils' learning and progress toward the goals and objectives, reflections about the candidate's teaching and pupils' learning, as well as a summary of the term.

During Practicum I/Student Teaching I, the Practicum Coordinator will instruct and prepare students to develop components of the work sample in which students can practice designing and implementing instruction for one class. Formats and requirements will be reviewed and adapted to fit the needs of each student and their practicum site. The "initial" work sample will not require pre- and post-assessment, nor copies of pupil work.

During Practicum II/Student Teaching II, students will select one unit that they are teaching and develop a formal work sample. Program guidelines for this work sample are included in the *Work Sample Scoring Guide*. This work sample is designed to document the ability of teacher candidates to design and implement evidence-based instruction and document student progress on specific learning targets that are developed/adapted from both the Oregon teaching standards and student IEPs. The work sample also serves as a preparatory tool as students gain fluency in their skills before taking the edTPA.

During Final Supervised Field Experience (student teaching), teacher candidates will select one unit that they are teaching and prepare/submit the requirements for the edTPA. (See below).

edTPA

Beginning in Fall of 2015, TSPC requires that ALL teacher candidates in Oregon use the edTPA as a culminating performance assessment. EdTPA is a performance assessment of readiness to teach that has

been adopted by over 30 states and throughout Oregon. Licensure candidates will complete the edTPA during their Final Supervised Field Experience (or student teaching) – typically the second to last term. Passing this assessment is a prerequisite for a teaching license.

As a performance-based assessment, the edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning in authentic ways. Candidates will be required to: (a) complete tasks and planning commentaries, (b) choose, edit, and upload video clips relevant to their instruction, (c) provide assessment data and interpretation, and (d) reflect on the instructional process. Teacher candidates will be guided and supported through this process to insure they can effectively demonstrate essential planning, instructing, assessing, and reflecting skills required on the edTPA and in the classroom.

It should be noted that passing the edTPA does not inherently guarantee that a student will earn a teaching license. They must also complete all requirements of their academic programs, which may include other things (i.e., program tasks, site evaluation, standards for professionalism). It should also be noted that a student can pass the requirements for the FSFE course but not pass the edTPA. (The edTPA is a professional and independent assessment scored off-site.)

Section VI | Other Considerations and Resources

Equal Opportunity and Non-Discrimination

The University of Oregon affirms and actively promotes the rights of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other extraneous consideration not directly and substantively related to effective performance.

Accommodations for Religious Observances

Reasonable accommodation of religious observances will be made in regard to admissions, class attendance, and the scheduling of examinations and other academic work requirements. A student who is unable because of the observance of a religious holiday to attend classes on a particular day(s) or at a particular time of day shall be excused from examination or other academic work assignments on such days or times.

Once a student has registered for a class, the student is expected to identify potential conflicts in the course syllabus and to notify the instructor *by the end of the first week of classes*. The student is also expected to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time. Faculty will give such students an equivalent opportunity to make up examinations, studies, or other academic work requirements that they miss.

Students with Disabilities in Applied Field Settings

Some students may have specific challenges meeting the Special Education Program and TSPC licensing requirements due to a recognized disability. Students with disabilities who believe they will require accommodations in their field experiences must provide documentation to the Accessible Education Center on campus. That office will then notify course faculty of the student's right to and need for accommodations. We are committed to assisting students in developing and using individualized accommodations for themselves in order to meet the standards set forth by the program and by TSPC. Students who have documented their need for accommodations in their practica and Student Teaching should adhere to the following timelines so that program faculty can provide accommodations in a timely manner:

Prior to practicum experiences: Provide documentation of disability to the Accessible Education Center. Meet with the Practicum Coordinator to discuss needed accommodations and how those accommodations can best be provided.

During Practicum I/Student Teaching I: Test all known adaptations/accommodations, using the university supervisor and Practicum Coordinator as resources for alternative solutions. Develop a list of additional challenges or issues that arose in this first practicum.

Prior to Practicum II/Student Teaching II: Meet with the Practicum Coordinator to discuss the effectiveness of adaptations and accommodations for all issues identified. Discuss unanticipated challenges that arose, as well as possible solutions and additional needs.

During Practicum II/Student Teaching II: Test all adaptations/accommodations, using the university supervisor and Program Coordinator as resources for alternative solutions. Add any other issues that develop and possible solutions.

During Student Teaching III: Demonstrate independence in asking for and facilitating all

accommodations and adaptations. Demonstrate independence in meeting all program and TSPC requirements for licensure, with or without accommodations.