University of Oregon
College of Education

UOTEACH PROGRAM
HANDBOOK

2012-2013

uoteach@uoregon.edu
(541) 346-1360
http://education.uoregon.edu/uoteach
Lokey Education Building, Room 124

Note:
All information in this handbook is subject to change for program improvement.
# Table of Contents

Program Description ................................................................................................................. 3
Programs of Study .................................................................................................................... 5
  Early Childhood/Elementary  
  Middle/High School
Cohort Calendar ....................................................................................................................... 7

**FIELDWORK** ......................................................................................................................... 9
Goals for Field Experiences ....................................................................................................... 10
  General Information Regarding Fieldwork  
  Field Experience Seminars  
  Work Samples  
  Professional Growth Assessment (PGA)  
  Adding a Second Endorsement
Specific Fieldwork Requirements ............................................................................................. 14
  Fieldwork Summary  
  September Experience  
  Fall Field Observations  
  Practicum  
  Student Teaching  
  Expectations of Student Teaching
Roles and Responsibilities: The Cooperating Teacher ............................................................ 18
Roles and Responsibilities: The University Supervisor ............................................................. 19

**ESOL ENDORSEMENT** ......................................................................................................... 21
Requirements ............................................................................................................................ 22
Roles and Responsibilities: The ESOL Consulting Teacher ...................................................... 23
Observation Questions ............................................................................................................... 24

**PROGRAM POLICIES** ......................................................................................................... 25
Required Testing Policy ............................................................................................................. 26
Completion Requirements ......................................................................................................... 27
Dismissal Policy .......................................................................................................................... 28
Insurance Coverage .................................................................................................................... 29

**TIME LOGS** ......................................................................................................................... 31
Experience Time Log .................................................................................................................. 33
ESOL Time Log ........................................................................................................................... 35

**MISCELLANEOUS INFORMATION** ................................................................................... 37
Contacts and Communication ..................................................................................................... 38
Glossary ....................................................................................................................................... 39

**EVALUATIONS AND FORMS** ............................................................................................ 41
UOTeach Program Description

The UOTeach Program leads to a teaching license in Early Childhood/Elementary or Middle/High School education and a Master of Education (M.Ed.) degree in Curriculum and Teaching. UOTeach emphasizes social justice, sustainability and critical pedagogy. It includes embedded ESOL training and an intense focus on specific subject matter methods through both university classes and field experiences.

Because the state of Oregon has high expectations for teacher licensure, Oregon has a reciprocal agreement for teacher licensure with most other states and Washington, D.C. For specific information, call the state licensing agency, the Oregon Teacher Standards and Practices Commission (TSPC), at (503) 378-3586, or visit the site at www.tspc.state.or.us.

UOTeach is full-time for five terms (summer, fall, winter, spring, and summer). A part-time option may be available for a few students.

Full-time students complete the program as a cohort. This means that students move through the program as a group, taking the same courses in sequence, thereby sharing common learning experiences at the University and at school sites uniquely matched to this program.

Required licensure preparation courses include studies in classroom management, child development, diversity, curriculum, assessment, and instructional strategies. Students are required to demonstrate professional knowledge and skills in a variety of ways including class assignments, work samples, and supervised practica and full-time student teaching.
Early Childhood/Elementary Licensure Program of Study for 2012-13

Summer I
EDST 612 Foundations of Teaching and Learning (4 credits)
EDST 614 Cultural Context of Education (4) OR EDST 616 Language, Power and Education (4)
EDST 620 Evolution and the Math Wars (4)
LT 629 Foundations in Language (4)

Fall
EDST 640 Constructing Meaning Through Literacy (4)
EDST 642 Pedagogical Methods in the Humanities (4)
EDST 643 Teaching Mathematics: Facts and Inquiry (4)
EDST 616 Language, Power and Education (4) OR EDST 614 Cultural Context of Education (4)

Winter
EDST 613 Motivation and Management (4)
EDST 645 Teaching Science: Detail and Discovery (4)
EDST 646 ESOL Pedagogy for Elementary Classrooms (4)
EDST 609 Practicum (supervised practicum, 4 hrs/day) (4)

Spring
SPED 511 Foundations of Disability I (3)
EDST 607 Student Teaching Seminar (2)
EDST 609 Student Teaching (10) (full-time student teaching)

Summer II
EDST 611 The Scholarship of Teaching I (4)
EDST 615 Critical Studies: Technology and Education (4)
EDST 641 Reading as a Cultural Practice (4)
EDST 644 Teaching Mathematics: Inquiry in Context (4)

Total: 79 credits
Middle and High School Licensure Program of Study for 2012-13

Summer I
EDST 612 Foundations of Teaching and Learning (4 credits)
EDST 614 Cultural Context of Education (4) OR EDST 616 Language, Power and Education (4)
LT 629 Foundations in Language (4)
EDST 620 Evolution and Math Wars - Math and Science (4) OR EDST 630 Humanities and Cultural Conflict – Social Studies, Language Arts, and Second Language (4)

Fall
EDST 616 Language, Power and Education (4) OR EDST 614 Cultural Context of Education (4)
EDST 626 ESOL Pedagogy for Math/Science (4) OR EDST 638 ELL Pedagogy for Humanities (4) depending on subject matter specialization
*Elective (4). Students who wish to get an additional endorsement in a second subject matter area will take an appropriate course for this purpose.

Winter
EDST 613 Motivation and Management (4) (includes required field experience before term begins)
EDST 609 Practicum (4) (supervised practicum, 4 hrs/day)
*Elective (4). Students who wish to get an additional endorsement in a second subject matter area will take an appropriate course for this purpose.

Spring
SPED 511 Foundations of Disability I (3)
EDST 607 Student Teaching Seminar (2)
EDST 609 Student Teaching (10) (full-time student teaching)

Summer II
EDST 611 The Scholarship of Teaching I (4)
EDST 615 Critical Studies: Technology and Education (4)
*Elective (4)

Total: 75 credits

* For those who do not take a second set of methods courses, and for the Summer II elective: electives must be approved by your advisor. Appropriate electives are those courses that are reasonably related to your career as a teacher (e.g., content area courses, special education courses, educational leadership courses, etc.). All courses must be taken at the graduate (500 or 600) level.
2012-13 UOTeach Cohort Calendar
(Watch Email for Updates)

Summer Term 2012
August 6  Fall Term registration re-opens
August 17 Summer Session II (4 weeks) and 8 week courses end

Fall Term 2012
August 27  September Experience begins in most schools
August 29  Fall Orientation – 2:30-5:20 p.m. – HEDCO 220

September 3 Labor Day Holiday
September 5 Elementary Motivation and Management – 2:30-5:30 p.m. – 276 ED
September 5 Mid/High Motivation and Management – 2:30-5:30 p.m. – 191 ANS
September 12 Elementary Motivation and Management – 2:30-5:30 p.m. – 276 ED
September 12 Mid/High Motivation and Management – 2:30-5:30 p.m. – 191 ANS
September 18 Graduate Student Resource Fair and Orientation – 1-3 p.m. – EMU Ballroom
September 19 Elementary Motivation and Management – 2:30-5:30 p.m. – 111 LIL
September 19 Mid/High Motivation and Management – 2:30-5:30 p.m. – 191 ANS
September 21 COE Orientation, 8:30 a.m.-1:30 p.m. – HEDCO rooms
September 24 UO Fall Term classes begin
September 26 Mid/High SIG Meetings begin – 2:15-3:45 p.m. – Locations TBA
September 27 Elementary SIG Meetings begin – 2:15-3:45 p.m. – Locations TBA
October 3, 17 & 31 Mid/High SIG Meetings – 2:15-3:45 p.m. – Locations TBA
October 4 & 18 Elementary SIG Meetings – 2:15-3:45 p.m. – Locations TBA
October 9  Elementary Motivation and Management – 1-3:50 p.m. – 119 ED
October 10  Mid/High Motivation and Management – 1-3:50 p.m. – 119 ED
November 1, 15 & 29 Elementary SIG Meetings – 2:15-3:45 p.m. – Locations TBA
November 7  Mid/High Motivation and Management – 1-3:50 p.m. – 119 ED
November 8  Elementary Motivation and Management – 1-3:50 p.m. – 119 ED
November 12 Winter Term registration opens
November 14 & 28 Mid/High SIG Meetings – 2:15-3:45 p.m. – Locations TBA
November 22-23 Thanksgiving Holiday observed
November 30  Field Experiences Orientation – 1:30-3:30 p.m. – 242 GER

December 7  Fall Term ends
December 21  Last day of classes for most local K-12 schools
## 2012-13 UOTeach Cohort Calendar (Continued)

### Winter Term 2013

**TBA**  
*SIG Meetings (All Strands) – Times and Locations TBA*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7</td>
<td>Winter Term begins</td>
</tr>
<tr>
<td>January 21</td>
<td>Martin Luther King Jr. Day observed</td>
</tr>
<tr>
<td>February 25</td>
<td>Spring Term registration opens</td>
</tr>
<tr>
<td>March 12</td>
<td>Work Samples due to Supervisors</td>
</tr>
<tr>
<td>March 22</td>
<td>Winter Term ends</td>
</tr>
</tbody>
</table>

### Spring Term 2013

**TBA**  
*SIG Meetings (All Strands) – Times and Locations TBA*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1</td>
<td>Spring Term begins</td>
</tr>
<tr>
<td>April 16-17</td>
<td>Oregon Professional Educator Fair – Oregon Convention Center, Portland</td>
</tr>
<tr>
<td>April 30</td>
<td>UOTeach Licensure Meeting with Ron Tuomi – Time and Location TBA</td>
</tr>
<tr>
<td>May 6</td>
<td>Summer Term registration opens</td>
</tr>
<tr>
<td>May 27</td>
<td>Memorial Day Holiday observed</td>
</tr>
<tr>
<td>June 5</td>
<td>Work Samples due to Supervisors</td>
</tr>
<tr>
<td>June 14</td>
<td>Spring Term ends</td>
</tr>
<tr>
<td>June 17</td>
<td>College of Education &amp; UO Spring Commencement Ceremonies</td>
</tr>
</tbody>
</table>

### Summer Term 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 24</td>
<td>Summer Term begins</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day Holiday observed</td>
</tr>
<tr>
<td>July 5</td>
<td>Last day to apply for Summer Term degrees</td>
</tr>
<tr>
<td>August 16</td>
<td>Summer Term Ends</td>
</tr>
<tr>
<td>August 17</td>
<td>UO Summer Term Commencement Ceremony</td>
</tr>
</tbody>
</table>
FIELDWORK

❖ Goals for Field Experiences
   General Information
   Field Experience Seminars
   Work Samples
   Professional Growth Assessment
   Adding a Second Endorsement

❖ Specific Fieldwork Requirements:
   Fieldwork Summary
   September Experience
   Fall Field Observations
   Practicum
   Student Teaching & Expectations

❖ Roles and Responsibilities
   Cooperating Teacher
   University Supervisor
Goals for Field Experiences

The goals of the field and practica experiences are to provide carefully supervised learning activities in which the student can:

1. Demonstrate the ability to do daily, weekly, and long-range instructional planning, including the ability to identify and provide for individual differences among students.

2. Demonstrate the ability to provide a physical and social environment suitable for learning.

3. Demonstrate the ability to achieve desired learning outcomes with pupils through the application of a variety of instructional techniques.

4. Demonstrate the ability to evaluate student progress in relation to stated objectives of instruction.

5. Demonstrate the ability to interact with members of the profession in a manner appropriate for a teacher.

General Information Regarding Fieldwork

If you received a conditional admission (admission contingent on completion of certain items), you may have tests to take. It is your responsibility to attempt tests by the dates noted on your admission letter. You must have submitted evidence of two attempts at all required entrance tests in order to begin Winter or Spring classes or fieldwork. (See the Testing Policy in the Program Policies section of this handbook).

Applied fieldwork is an integral part of the UOTeach program. Fieldwork involves September Experience, one term of field observation, one term of practicum, and finally one term of full-time student teaching. The credit hours for all required fieldwork are offered pass/fail (note that September Experience and Fall Field Experience do not have separate credit – they are attached to your EDST 613 class in the Winter). Failure to successfully complete a field experience is to risk termination from the program. Students are also required to complete a comprehensive criminal record check before they begin their first field experience.

Students are not responsible for finding their own field experience sites. Students are asked to provide information regarding preferences and the program will attempt to satisfy them. The program has partnerships with schools in Eugene, Springfield, Bethel, South Lane, Creswell, Fern Ridge, Harrisburg, Oakridge, Pleasant Hill and Junction City school districts. In addition, we work with districts in the Salem and Portland areas in order to increase our options for working in classrooms with ESOL endorsed teachers. A school district map for Lane County can be found at http://www.thestclairs.com/lane_county_schools.html.

September Experience begins August 27th with Fall observations ending the last day of University of Oregon classes. Practicum (usually Winter) begins the first day of University of Oregon classes and ends the last day of classes. Student Teaching (usually Spring) begins on the first of day of classes and ends at the end of final examinations. (However, when the placement term goes beyond the University term, students are strongly encouraged to work with their CTs to ensure that all responsibilities are met.) Student teachers are expected to be at their student teaching placement throughout the entire University term. Exceptions to this must be requested by submitting a written petition to the Placement Coordinators at least three weeks before the beginning of finals week. Petitions must contain the signatures of the cooperating teacher, the building principal, and the University of Oregon supervisor.
Students must observe school policy regarding interactions with parents and community, faculty responsibilities (e.g., attending faculty meetings if invited), dress and appearance, student conduct, etc.

Student teachers are not covered by the school district’s liability insurance. It is recommended that student teachers consider purchasing personal liability insurance for the period during which they are student teaching (Please see the Program Policies section for more information).

Students are expected to be at their school sites at scheduled times. Should illness or unexpected emergencies arise that preclude being on-site as required, students must contact their cooperating teacher(s) and University supervisor. If students have instructional responsibilities that need to be fulfilled during the absence, they must make arrangements for these responsibilities to be met. Hours missed due to an absence of any kind must be made up. We encourage our students to bank extra hours, if possible, during the term in case of sickness or family emergencies. Unexcused absences, such as going on vacation or long weekends, may result in a no pass grade for the practicum. These requirements represent the same standards as those met by professionals in the field.

Student teachers in our program are not yet fully licensed teachers. Thus, they are not licensed to serve as the official classroom teacher in the practicum site. They should not be left to supervise students without support or used as substitute teachers during their placement period. When student teachers are present in the classrooms, they are there to learn, practice and develop the professional proficiencies required of them to be recommended for initial licensure. It is our expectation that the cooperating professional be accessible at all times. If for some reason the cooperating teacher is not available, the law requires another licensed district employee be designated to provide coverage and support.

Field Experience Seminars – Special Interest Groups (SIGs)
During Fall term, all full-time students will have regular seminar meetings on campus with their Special Interest Group (SIG) Leaders. These provide an opportunity to discuss what is being observed in placements, to offer supplementary instruction and to answer program-related questions.

During Winter and Spring, all student teachers are required to attend a weekly student teaching seminar – alternating between meeting with the supervisor and the SIG leader. Seminar meetings will be devoted to presentations on topics related to student teaching, discussions of student teaching experiences, and job placement procedures.

Work Samples
One of the major forms of assessment during field experience is the work sample. A work sample is a planned unit of study including evidence of student achievement and discussion of the results (for more details on what is required for the work sample, see the Work Sample Unit Evaluation and Scoring Guide in the Evaluations and Forms section of this handbook).

Two work samples are required for TSPC licensure, one during the practicum, typically in Winter term, and one during full-time student teaching, typically in Spring term. For the ECE/Elementary strand, one work sample must be at Early Childhood (K-3) and one must be in Elementary (3-5), but both cannot be in 3rd grade. For Middle/High, one work sample must be in Middle and one in High School; and if one is getting endorsed in two subjects, one work sample must be in each subject. In addition, all students will do a set of additional assignments for one work sample to reflect their understanding of working with ELL students in order to earn the ESOL endorsement (see ESOL Endorsement Requirements).
The work sample is evaluated by the University supervisor. A work sample must receive a score of 3 or met, depending on the category, to be successful. If any part of the work sample or unit fails to meet the standard, corrections must be made, and the work sample or unit resubmitted for evaluation.

During part-time Practicum (usually Winter term), students design and implement a unit of study for a minimum of eight lesson work sample, or at least two to three weeks of study. The practicum student will need an opportunity to acquire pre- and post-assessment data from students in the groups. Lesson plans, journal entries, observation notes are collected as samples of the student’s proficiency as a teacher. A well-planned unit of study usually contains both formative assessment to guide decision-making and summative assessment to evidence the children’s learning.

During full-time Student Teaching (usually Spring term), students design and implement a unit of study for a minimum of 12 lessons (elementary) or 15 lessons (secondary), equivalent to at least three to five weeks of study, with the same proficiency requirements as the part-time practicum. However, only 8 full lesson plans need to be completed for the work sample.

Work sample content: Elementary – both work samples can be integrated among multiple subjects, as long as one contains at least one Reading benchmark and one contains at least one Math benchmark. Middle/High – one work sample must be done at each authorization level, and one must be done for each subject endorsement. These can be combined (e.g. one can do a Math at the Middle level and a Biology at the High School level).

**Professional Growth Assessment (PGA)**

The other major form of assessment during the various field experiences is the Professional Growth Assessment (PGA) (see the form in the *Evaluations and Forms* section of this handbook). The PGA is produced by the cooperating teacher and supervisor during evaluation meetings with the candidate at the middle and end of each term.

The PGA documents a student’s progress toward meeting Oregon State standards for licensure. This document is used to identify activities, describe expectations, and define evaluation procedures. Prior to the midterm and final student evaluations, both the cooperating teacher and the University supervisor should complete the PGA.

At three-way conferences, the cooperating teacher and University supervisor should arrive at a consensus (single) PGA to share with the student. These conferences occur during week six (approximately) and at the end of the term. For the Midterm conference for both Practicum and Student Teaching, the PGA provides feedback on the student’s progress and on areas for improvement. For the Final conference in both terms, the PGA includes both feedback and specific ratings using the PGA Scoring Guide. This process provides formative and eventually summative feedback on the student’s progress in the program.

At the end of the Practicum (usually Winter), students should have at least three scores of 2 on the PGA to be considered in good standing.

At the end of Student Teaching (usually Spring), students must achieve on the PGA a dominance of scores of 3, with no category score less than 2, in order to have a passing grade.

If the standards are not met by the final conference, additional field experience may be required to meet all criteria. This documentation becomes part of the application to TSPC for an initial teaching license.
Adding a Second Subject-Area Endorsement (Secondary only)

To add another subject area endorsement, you must meet the following requirements:

1. Have a minimum of 24 credits of upper-division coursework in the subject. Exceptions:
   1. Basic Math: complete 20 credits of 100-level or above.
   2. Social Studies: Complete 24 credits, of which at least 8 are upper division, and which include at least three of the following four subject areas: Economics, Political Science, US History, and World History/Geography.
   
   Note: Advanced Math cannot be a Second Endorsement unless you meet the requirements for the Primary endorsement.

If you have questions about this, make an appointment to meet with the Master’s Degree Director.

2. Pass the required ORELA/NES or Praxis II test in the subject by September 15th for winter placements, but, in no case, later than December 15th. It is your responsibility to complete the test and have the scores reported to us. You will not be given a placement in the subject until you have passed the test.

3. Take the subject methods courses, Fall and Winter, for both endorsement subjects. (If you are already taking the appropriate methods courses, this doesn’t apply - e.g., if your primary endorsement is in Chemistry and you want to add Biology, you will already be taking science methods.)

   Note: this means you must decide before Fall term if you will need additional subject methods. Once Fall term has started, it will be too late.

If the above steps have been completed, practicum and student teaching placements will allow teaching practice in both subjects. A work sample must be completed (see the Work Samples section) in the second endorsement.
Specific Fieldwork Requirements

Fieldwork Summary

<table>
<thead>
<tr>
<th>Requirement/ Specific Area</th>
<th>September Experience</th>
<th>Field Experience</th>
<th>Practicum</th>
<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Pre-Fall</td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
</tr>
<tr>
<td>Hours/Weeks</td>
<td>15 hrs/wk (50 hrs. minimum) 4 weeks</td>
<td>5 hrs/wk 10 weeks</td>
<td>16 hrs/wk 10 weeks</td>
<td>40 hrs/wk 10 weeks</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>Observe/Assist tchr</td>
<td>Observe/Assist tchr</td>
<td>Teach 1 subj/class for 6 weeks</td>
<td>Elem: FT/5wks Sec: 60%/10 wks</td>
</tr>
<tr>
<td>Work Sample</td>
<td>N/A</td>
<td>N/A</td>
<td>2-3 wk</td>
<td>3-5 wk</td>
</tr>
<tr>
<td>PGA</td>
<td>N/A</td>
<td>N/A</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Supervision</td>
<td>N/A</td>
<td>N/A</td>
<td>Yes (4-5 observations)</td>
<td>Yes (4-5 observations)</td>
</tr>
</tbody>
</table>

September Experience

Fieldwork begins with September Experience, four weeks of unsupervised classroom observation experience that coincides with the start of the K-12 school year. It is an opportunity to see how a teacher starts the year, building community and establishing routines.

During September Experience, pre-service teachers need to be on-site for about 15 hours a week for four weeks (50 hours minimum). Where possible, one to two hours/week within the 15 hours will be spent observing and/or assisting in an English Language Development (ELD) classroom. Students will be provided information on what to look for in both the regular and ESOL/ELD classrooms. Also, students will complete logs of hours for both regular and ESOL classrooms and have them signed off weekly by the cooperating teachers (see the Time Logs section of the handbook).

It is the responsibility of the student to negotiate a schedule with the cooperating teachers (CT) at the beginning of the term. The word *negotiate* should be emphasized here. We want students to develop a schedule that works for both the student and the cooperating teachers. Once the schedule is established, the student should be at school on set days, for the specified number of hours, barring any illness, death in the family or other emergency. The cooperating teachers count on students to be there on a consistent basis. If, for some reason, the student is unable to attend, he or she must contact the teacher as soon as possible so alternate plans can be made.

It is a requirement of our program that the hours spent in a practicum field assignment be student contact time. This simply means that we want pre-service teachers to be there when the students are present. We know that schedules vary and teaching involves more than just being with the students. Therefore, below we have listed some exceptions to the student contact rule that may be counted as hours spent in the field:

- Planning time with the cooperating teacher(s) (30 minutes a week)
- Time for recess and/or lunch (30 minutes), as long as students are assisting in the classrooms before and after these events typically occur.
- Whenever the students are present and the teacher is officially on duty, even if school is not yet in session (i.e. before school starts and the students are in the room)
Likewise, if pre-service teachers have the opportunity to participate in I.E.P meetings, parent/teacher conferences and/or teacher in-service sessions, we would encourage this and would also allow these hours to count towards field experience hours.

**Fall Field Observations**
During Fall, once classes have started, UOTeach students shift to a schedule of five hours/week for 10 weeks (50 hours total). Again, where possible, this includes one to two hours/week in an ELD classroom. Our focus Fall term is to give students a broad view of the school and to specifically look at the areas of diversity, classroom management and professionalism. It is our hope that this term students immerse themselves in the culture(s) of the school through field observations. Students can observe, work with groups, assist the teacher in teaching or administrative tasks, or can even teach an occasional lesson. However, students are not supervised and should not be required to teach. Teaching by mutual agreement is always fine. Further, UOTeach classes will expect some mini-teaching experiences. Pre-service teachers can also take opportunities to help out on the playground/school grounds, experience what the lunchroom is like, and visit specialists in the building. Students will continue to keep the Time Logs through Fall.

**Practicum – usually in Winter term**
During winter term, students need to be on-site for a minimum of 16 hours a week for ten weeks (at least 160 hours, may include ESOL hours). During this time, students will teach, at a minimum, one standard class (usually 30-40 minutes for elementary or 45-50 for middle/high) for at least six weeks and complete the first work sample. Students who have an ESOL placement during Winter term will design and teach a minimum of four lessons directed at ESOL students (see the section on ESOL Endorsement Requirements). As in Fall, students will keep Time Logs of hours and have them signed off by the CTs.

Expectations regarding student contact time and negotiating a classroom schedule are the same as that required for September Experience. The focus this term is on planning, instruction and assessment. As such, it is appropriate that pre-service teachers may count classroom time this term used for planning and assessment activities during instructional periods when their students are outside of the classroom (i.e. P.E., Music and/or Library -- teacher prep periods).

Cooperating teachers are strongly encouraged to give regular feedback to the pre-service teachers, including at least two written observations during the term.

Student teachers will be formally observed at least four times by their University supervisor. Each observation should include:

- A formal lesson plan written by the student
- A meeting prior to each observation. Both the student and the supervisor will establish the objectives for the lesson.
- A post-conference during which time the student teacher will receive feedback on his or her teaching, discuss the data taken during the observation, and receive specific assistance from the University supervisor. Students are encouraged to share these observations with the cooperating teacher.

As mentioned above, students also meet weekly in a seminar with supervisors or SIG leaders to discuss issues that occur in student teaching, program information, and job preparation skills.
**Student Teaching – usually in Spring term**

During this final field experience, students are required to maintain the same schedule as that required of the teachers in the building. This means that UOTeach students will be in the classroom all day, five days a week, from the first day of the term through the UO finals week, with the expectation that they will be involved in teaching for the entire term. This is also an opportunity to finish the ESOL curriculum assignments, if they have not already been completed.

Early Childhood/Elementary pre-service teachers will generally team-teach with the CT for the first few weeks, gradually taking on more responsibility, will “solo” or have full responsibility for about 5 weeks, and then team-teach with the CT for the balance of the term.

Middle/High School pre-service teachers must teach at least 60% of the teacher’s load (e.g., three of five classes) for the entire term (with about one week of phase-in).

It is the student’s responsibility to inquire at the individual school site as to when teachers are expected to report to school in the morning and what time they may leave in the afternoon. Student teachers are also expected to participate in any extra-curricular activities expected of school staff – including, but not limited to: special programs, committee work and parent-teacher conferences.

If there is an observed holiday or the school is closed for other reasons, the student teacher may count that day in part of the total. Student teachers will be allowed to take off: 1) the one or two days for the Portland Job Fair in April; and 2) two personal/professional days to be used during the term for illness, appointments, and/or job search/interviews. If the student teacher misses school for more than these days, the student teacher will be required to make up these hours at the end of the term.

As with the winter practicum, student teachers will be formally observed at least four times by their University supervisor, and cooperating teachers are again strongly encouraged to give regular feedback to the pre-service teachers that includes at least two written observations during the term. Each observation should include:

- A formal lesson plan written by the student.
- A meeting prior to each observation. Both the student and the supervisor will establish the objectives for the lesson.
- A post-conference during which time the student teacher will receive feedback on his or her teaching, discuss the data taken during the observation, and receive specific assistance from the University supervisor. Students are encouraged to share these observations with the cooperating teacher.

As mentioned above, students also meet weekly in a seminar with supervisors or SIG leaders to discuss issues that occur in student teaching, program information, and job preparation skills.
Expectations of Student Teaching

Spring student teaching is the culminating phase in the preparation of competent and professional teachers. The experience affords students the opportunity to combine knowledge and theory with classroom techniques and procedures while under the supervision of their cooperating teacher and University supervisor. The emphasis of the full-time student teaching experience is on developing competence in observing, planning, and providing instruction. This means that student teachers are expected to spend all day, every day at their school sites. They follow the same schedule as their cooperating teacher – coming in early and staying late for meetings and preparation.

In addition to assuming the daily schedule of a teacher, student teachers must demonstrate that they can manage the full range of responsibilities and duties of any teacher. This means taking the lead in planning, teaching, and assessing students’ growth during a long-term unit of study. It also means participating in a wide variety of other activities such as team and school-level meetings, organizing a school in-service or parents’ night, and attending parent–teacher conferences and special events for students.

The goal of student teaching is for students to get a full-time/full-role experience of what it is like to teach all day, every day, doing everything. Of course, there are some aspects of the daily responsibilities of your cooperating teacher’s classroom that will not be appropriate for student teachers to fully manage. In these instances, student teachers are expected to shadow their cooperating professional as a way of gaining experience.

During the 10 weeks of full-time student teaching, the student teacher is expected to demonstrate increasing instructional involvement and responsibility under the guidance of the cooperating teacher and the University supervisor. It is desired and expected that a student teacher’s participation in instructional activities may vary at the beginning and will increase until full responsibility is achieved. During all practica and student teaching experiences, the cooperating teacher or a designee should remain in the classroom or in close proximity in order to observe the student teacher, provide feedback, and assist in planning.

Please note: While it is necessary for us as a program to establish guidelines regarding field placement hours, we recognize that each student’s field assignment is unique. If you have questions or concerns about your particular assignment, please do not hesitate to seek assistance from your University Supervisor and/or Practicum Coordinator.
Roles and Responsibilities: The Cooperating Teacher

During Fall field experience, students are only expected to be observing. They can work with groups or otherwise assist the cooperating teacher. No formal evaluation is completed Fall term, and there is no compensation for Fall.

During the first week of the student’s part-time practicum (usually Winter term) and full-time student teaching (usually Spring term) fieldwork experiences, the University supervisor will arrange a three-way conference with the student and the cooperating teacher to review program requirements and establish the specific nature and duration of the student’s responsibilities. The University supervisor will contact the cooperating teacher(s) in advance to arrange for the initial conference.

During the first few days, the cooperating teacher(s) should establish a teaching schedule for the student’s instructional responsibilities and identify opportunities to engage in program tasks. The student should be oriented to the school site and staff. In addition, the student should be aware of established policies about reporting times, work hours, and extra duty assignments, as well as class assignments.

During part-time practicum and full-time student teaching, the cooperating teacher is strongly encouraged to provide regular feedback to the pre-service teacher, including two written observations. The cooperating teacher participates in two evaluation conferences during the term: at midterm and at the end of the term. These conferences include the supervisor and the pre-service teacher. The cooperating teacher should fill out the appropriate Professional Growth Assessment (PGA) prior to each conference.

Classroom Management
The cooperating teacher should help the student practice classroom management procedures that are consistent with classroom policies. Practicum and student teachers begin their fieldwork at a time when procedures for dealing with classroom behavior are already established. Those procedures and the rationale for them should be discussed. If necessary, the cooperating teacher can help the student adapt or modify existing procedures.

Planning for Instruction
Cooperating teachers should familiarize the student with the scope and sequence of the subjects that will be taught. The cooperating teacher should review the student’s lesson plans and work sample unit plan to provide feedback about the appropriateness of the plans.

Students need to use a variety of instructional procedures. If they differ from those of the cooperating teacher, those procedures should be approved in advance. If a student teacher has a problem completing appropriate lesson plans, the cooperating teacher, alone or in conjunction with the University supervisor, will assist the student to improve the plans.
Roles and Responsibilities: The University Supervisor

Each student is assigned a University supervisor whose role is to support both the cooperating teacher and the student. The supervisor facilitates communication between the school district and the program at the University of Oregon. The supervisor also serves as a resource consultant who may provide ideas and materials for the student during fieldwork. In the event a student experiences a problem during fieldwork, the supervisor should be contacted immediately and will be responsible for facilitating an acceptable resolution to the specific problem identified. University supervisors should communicate with the Field Placement Coordinators regarding students who are evidencing performance problems.

Observations and Meetings
Each University supervisor is required to visit the school site at least four times per term to observe for a full period of at least 30-50 minutes, provide feedback, communicate with the cooperating teacher, and assess student progress. There must be a pre- and post-conference for each observation. At least two observations should occur prior to each PGA. For many students, it is expected that additional informal observations be done, especially during full-time student teaching. The supervisor is a key support for the student and is expected to use professional judgment regarding the attention needed by each student. Further, in the event a student is struggling, it is expected that the supervisor will both conduct additional observations and contact the Program Director.

In addition to regular classroom observations, the University supervisor will also conduct team meetings with all their students, either on campus or a site of mutual agreement, during weeks when SIG meetings are not scheduled. These will be to share insights about their teaching and to assist students with planning lessons and developing work samples.

Finally, the supervisor evaluates the work sample.

Three-way Conferences
Each supervisor will conduct the following three-way conferences:
- an orientation meeting during the first week of field work,
- a mid-term conference (about week six) to discuss the mid-term PGA, the student’s progress towards goals, and any concerns, and
- a final conference to review results of the final PGA.

University supervisors work jointly with cooperating teachers to provide effective management of the student teaching experience.
ESOL ENDORSEMENT

- Requirements
- Roles and Responsibilities
  ESOL Consulting Teacher
- Observation Questions
ESOL Endorsement Requirements

English Language Development (ELD) Classroom Observations
Students should observe/assist/participate in an ELD class at least 15 hours during the school year. This can be spread out over all three terms (typical for secondary cohort) or completed in one term (more common for elementary cohort), depending on the ELD teachers’ availability.

Observations must be arranged in advance with the ELD teacher’s permission. Practicum placement coordinators will send you teachers’ names, contact information, and any additional details at the start of each term.

Teachers will initial the ESOL Time Log (see Time Logs section) after each observation and sign/date where indicated at the end of each term. Students will submit this form to the appropriate Practicum Placement Coordinator after all 15 hours have been completed.

ESOL Work Samples
Students must submit an ESOL work sample during one term. There are two ways to complete this:

1. For those few who actually have a regular placement in an ELD class, the work sample can simply be the regular work sample as described in that section.
2. For all others, the ESOL work sample is completed as an addendum to the main subject work sample; see requirements outlined below.

During the term of the ESOL placement, students should:

a. Design all lessons in the work sample to explicitly meet the needs of English Learner (EL) students
b. Choose four lessons to include in the ESOL section of the work sample
c. Arrange for an ESOL-endorsed teacher* (see specific details below) to review these four lessons at least one week before teaching them
d. Revise the lessons according to feedback and include documentation of this interaction in the work sample to demonstrate any revisions (i.e. emails/notes/checklist from ELD teacher, before & after lessons)
e. Discuss how lessons worked for ELs in the four ESOL lesson reflections
f. Have the ELD teacher sign the ESOL Work Sample Evaluation (see Evaluations and Forms section) to include with the work sample.

*One of the following parties may review the four ESOL lessons:
  • an ELD teacher in the building, if he or she has agreed to this request;
  • the student’s cooperating teacher, if he or she has an ESOL endorsement; or
  • designated UOTeach program staff having an ESOL endorsement.

Note: your Practicum Placement Coordinator will let you know early in the term who will review your lessons.

Also, in the main work sample, students will include at least one EL among the three students for whom they are collecting data and discuss how they worked to meet the EL’s needs.
Roles and Responsibilities: The ESOL Consulting Teacher

During Winter and Spring terms, pre-service teachers are placed in general education classrooms, as described elsewhere. In the term in which they do their ESOL Work Sample, they will usually be in a classroom that has ELL students on the roster. Pre-service teachers will also spend some time in ESOL/ELD classrooms, and have several requirements, described in “ESOL Endorsement Requirements.”

During the term of the ESOL Work Sample, the ESOL Consulting Teacher’s role is different from that of the general education Cooperating Teacher. The ESOL Consulting Teacher is primarily asked to do two things:

1. Review four ESOL lessons for each student prior to the time they are taught in a general education classroom that includes EL students, providing specific suggestions for improvement on the ESOL Checklist or directly on the lesson. Document the review by signing the ESOL Work Sample Evaluation form.

2. Allow each student to observe in the ELD classroom for a part of the 15 hours required over the course of the school year, initialing the ESOL Time Log after each observation and signing/dating where indicated at the end of each term.

ESOL Consulting Teachers are not expected to evaluate students’ teaching or their work samples UNLESS a student has a teaching placement in the ELD classroom during the practicum or student teaching. In this event, the ELD teacher is a regular Cooperating Teacher and will participate in evaluation as described in the Cooperating Teacher section.

Please note: If students are observing an ELD classroom during a term when they are not completing the ESOL Work Sample, the ELD teacher is not considered a Consulting Teacher and will only be asked to sign the ESOL Time Log.
ESOL Observation Questions

Below are some questions to help guide your 15 hours of ESOL observations.

Focus: Supporting and building comprehension

- What does the teacher do to ensure that students understand the instruction presented (visuals, gestures, modeling assignments, etc.)?
- Is there evidence that the teacher modifies his/her speech (slower rate, enunciation, simpler sentence construction)?
- Does the teacher link concepts to students’ backgrounds and/or past learning experiences? Give examples.
- Do you see any adaptation of materials to meet the differing levels of language proficiency of the students?

Focus: Questioning strategies and use of language

- What types of questions do you hear the teacher asking (simple yes-no, one-word answers, open-ended answers, etc.)?
- Do you feel the teacher provides sufficient wait time for responses? Are students encouraged to elaborate on their responses?
- Are students’ native languages used as part of the instruction either by the teacher or the students? If so, do you think this was helpful to the students? Please explain.
- Compare the ratio of teacher talk to student talk. Who talks more? What type of learning configurations do you see most often (students work individually, in pairs, etc.)?

Focus: Integration of language skills, assessment and review

- Does the teacher use a published curriculum? Does she/he supplement with other materials?
- How do students demonstrate what they have learned? In other words, in what types of activities are students participating?
- Does the teacher integrate all language skills in her lessons (reading, writing, listening and speaking)? Give examples.
- How does the teacher assess students’ learning (regular feedback to students, watching how students complete tasks, formal or summative assessments, etc.)?
- How does the teacher review/reinforce new concepts or vocabulary?
PROGRAM POLICIES

- Required Testing Policy
- Completion Requirements
- Dismissal Policy
- Insurance Coverage
Required Testing Policy

Pre-Admission Tests
All students who have not passed the required entry tests must show continual effort to pass them. (For this policy, “required tests” include: EAS, CBEST or PPST, and for Middle/High students, the subject area Praxis II or NES tests). To maintain good standing, the following requirements must be met:

1. By August 15th, students must show documentation of taking all required tests. Students who do not meet this requirement will not be allowed to enroll for Fall classes, and will have the option of taking a leave or withdrawing from the program.

2. By December 15th, any student who has not passed a required test must show:
   a. evidence of taking each unpassed test at least twice, and
   b. evidence of at least 10 hours of tutoring or other structured support

Students who do not meet these requirements will not be allowed to enroll in classes or practicum for Winter, and will have the option of taking a leave or withdrawing from the program.

Also, Middle/High students who wish to add a second subject endorsement must, in addition to meeting course requirements, pass the required Praxis II or NES test(s) in that subject before they will be placed in the second subject area. Due to placement timelines, results must be submitted by September 15th for a winter placement and December 15th for a spring placement.

Post-Admission Tests

Civil Rights
Students must pass the required “Protecting Student and Civil Rights in the Educational Environment” test by December 15th, or prior to Practicum (1/2 time student teaching) to be allowed to continue in the Practicum.

NES Elementary Education
By March 15th, students are required to take both subtests of the NES Elementary Education test.

NES ESOL Test
To add the ESOL endorsement, students also must take the NES ESOL exam. Note: you can receive your teaching license without the ESOL endorsement.

NES Elementary Education and ESOL tests should be taken no later than April or May to ensure the return of results in time for licensing in mid-June.

The Civil Rights exam is offered on computer only. The ESOL exams are currently offered by paper only. Please check the ORELA website (www.orela.nesinc.com) for more information.
Completion Requirements for Initial Teaching License and M.Ed.

1. Requirements for Initial Teaching License  
   a. Passing scores on all required tests: PPST/CBест, NES Elementary Education, ORELA Civil Rights, ORELA ESOL and (Secondary only) required ORELA/NES or Praxis II test for each subject area endorsement  
   b. Completion of all 63 credits of coursework (or the equivalent with program-approved waivers)  
   c. Passing scores on all work samples  
   d. Passing scores at the final student teaching evaluation on the Professional Growth Assessment

2. Requirements for Master in Education Degree  
   a. Complete all necessary coursework in the licensure program. Further, the Graduate School requires that at least 24 credits in the program be taken for a grade.  
   b. Complete the remaining courses in Summer II: EDST 611, EDST 615 and:  
      i. For elementary, EDST 641 and 644  
      ii. For secondary, an appropriate elective. Electives must be approved by your advisor. Appropriate electives are courses that are reasonably related to your career as a teacher and offered at the graduate level.

3. Graduate School Policies related to Master’s Degrees  
   a. Students enrolled in a graduate degree program must attend the university continuously and register for at least three credits each term until the degree is received. Up to three terms of leave can be requested by submitting a Request for On-Leave Status form (https://gradweb.uoregon.edu/main/petitions/student/onleave.html). In the term the degree is received, the student must register for at least three graduate credits.  
   b. Transfer credits - All University of Oregon coursework taken prior to admission to the master’s program as well as all coursework from other institutions is considered transfer work. A maximum of 15 credit hours may be transferred into a master’s degree program. All transfer work must be approved by an adviser. At the time the master’s degree is awarded, no coursework over seven years old will be accepted or counted toward degree requirements.  
   c. Students must maintain at least a 3.0 overall grade point average (GPA) in all graduate courses taken.  
      Grades of D+ or lower are not accepted for graduate credit, but are computed in the GPA. A grade N in a Pass/No Pass course is not accepted for graduate credit. A grade of P must be equal to or better than a B-.  
      A GPA below 3.0 at any time during a graduate student’s studies or the accumulation of more than five credits of N or F grades, regardless of the GPA, is considered unsatisfactory. The dean of the Graduate School, after consultation with the UOTeach program, may drop the student from the Graduate School, thus terminating the student’s degree program.
Dismissal Policy for Education Studies: UOTeach Program

To complete the UOTeach licensure and master’s degree program successfully, you must:

a. Complete all coursework, maintaining a GPA of 3.0 or above at all times, with no more than five credits of N or F grades.

b. Continue to make satisfactory progress during all fieldwork on meeting skills for licensure: see “Expected skills from Oregon Administrative Rules 584-017-0100” in the Professional Growth Assessment (PGA) packet.

c. Achieve scores of at least 3 on all categories of the final Student Teaching PGA.

d. Complete work samples and other documentary support required as part of fieldwork.

e. Show behavior that is in line with the Student Conduct Code, OAR 571-021-0100 to 0250.

In addition, in order to receive a teaching license from the state of Oregon, students must successfully complete all tests required by TSPC for licensure.

1. When a student’s performance in coursework or fieldwork shows serious deficiency, an instructor or supervisor, in collaboration with the Director of Master’s Degree Programs, will notify the student in writing, with a copy to the Department Head. The letter will include:
   a. A description of the issues of concern
   b. A description of prior efforts to address each issue
   c. A plan for addressing each issue
   d. The criteria for determining whether the issues have been remedied
   e. A reasonable timeline for remedy of the issues

2. In the event that the student fails to make adequate progress after Step 1, the Director of Master’s Degree Programs will meet with the student to consider appropriate steps. After that meeting, the Director of Master’s Degree Programs will notify the student and the Department Head, in writing, of the Director’s decision. Options include but are not limited to: retaking courses, completing additional fieldwork, or dismissal from the program.

3. When this process results in a decision to dismiss a student from the program, the Department Head will send a letter to that effect to the Associate Dean of the College of Education (COE).

4. All COE and University procedures regarding student grievance rights apply throughout the dismissal procedures described here.
Insurance Coverage

As a student in a professional program, you will be working in the field with students, parents, and other professionals. You may encounter situations that could involve you in legal actions in which you might be held personally liable for damages, or you may sustain an injury or damage to your personal property.

Although it is statistically unlikely that you will incur any injuries or cause any injuries to others while participating in a practicum or field experience (student teaching), such occurrences are possible. For this reason, you need to understand certain fundamental points about your legal relationship with the University and the agency in which you are placed for these experiences.

It is important that you understand that despite the fact that you may be paying tuition or are officially matriculated in a program, or are earning practicum/field experience credits from the University, you are not an employee, an official, or an agent of the University by reason of your practicum/field experience assignment and activities for an independent or contracting host school or agency. This means that you would not be indemnified for liability or provided a legal defense as to claims from third parties that you might injure. You would, of course, continue to enjoy the regular benefits and privileges of any matriculated student at the Student Health Center.

As a person rendering services with or without pay to or on behalf of a host school or agency, it is possible that you may be covered by the host school’s or agency’s workers compensation coverage and liability insurance. However, this is neither automatic nor always required by law. Therefore, you may wish to make arrangements to acquire health or accident insurance (for injuries to yourself) and/or to acquire liability insurance (to protect against claims by other persons whom you might injure). Obtaining such coverage is not a prerequisite of earning the practicum/field experience credit and is entirely a personal decision for you. Important factors in your decision would be personal adversity to risk, your personal economic situation, your assessment of how risky your participation might be (e.g., coaching contact sports or dealing with persons with disabilities would be more risky than filing papers or answering the telephone), and your assessment of your own behavior as a safe, careful, prudent, and experienced person.

Should you choose to obtain such coverage for yourself, you can typically do so through a private insurance carrier, or you can contact a profession organization that offers professional liability coverage. Low cost student insurance can be obtained, for example, through the Council for Exceptional Children (800-821-7303 x100). The Oregon Education Association also provides student members with liability insurance protection (503-684-3300 x230). Questions concerning insurance coverage can also be directed to the University of Oregon Office of Business Affairs (541-346-3165).
TIME LOGS

- Experience Time Log
- ESOL Time Log
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total Hours</th>
<th>Teacher Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL______

Comments:

Cooperating Teacher’s Signature ___________________________ Date ____________

Student’s Signature ___________________________ Date ____________

(Signatures verify accuracy of time and activities.)
ESOL TIME LOG
(Use one form for the entire year. Do not submit until all hours completed.)

Name ____________________________________  Sept. Exp./Fall Site __________________________

PT Prac. Site ______________________________  FT Student Tchg. Site _______________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Activities Observed</th>
<th>Teacher Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL HOURS __________
(Must total at least 15 for the year)

Sept. Exp./Fall ESOL Teacher’s Signature ___________________________  Date __________

PT Prac. ESOL Teacher’s Signature _________________________________  Date __________

FT Student Tchg. ESOL Teacher’s Signature __________________________  Date __________

Student’s Signature ___________________________  Date __________

(Signatures verify accuracy of time logged.)
MISCELLANEOUS INFORMATION

- Contacts & Communication
- Glossary
- Acknowledgement Form
Contacts and Communication

The program relies heavily on communication by email, and many instructors use the Blackboard system (http://blackboard.uoregon.edu). Please be sure to check your UO email address daily. All official communications related to the University and Blackboard will be sent to your UO address.

UOTeach
5277 University of Oregon
Eugene, OR  97403-5277
(541) 346-1360
uoteach@uoregon.edu

Department Head – Dr. Edward Olivos, emolivos@uoregon.edu, (541) 346-2983
Master’s Degree Director – Dr. Jeff Edmundson, jeffreye@uoregon.edu, (541) 346-2490
Practicum Placement Coordinators –
  Elementary – Nancy Bray, nbray@uoregon.edu, (541) 346-8034
  Middle/High – Rhonda Myers, rhondamy@uoregon.edu, (541) 346-8038
Program Assistant – Richelle Chambers Krotts, richelle@uoregon.edu, (541) 346-1360
Student Records Coordinator (Licensure & Graduation) – Ron Tuomi, rtuomi@uoregon.edu

Program Email Listservs
The UOTeach Program maintains three email lists for easy communication with and among students: one for all UOTeach cohort members; one for ECE/Elementary cohort members only; and one for Middle/High School cohort members only. The major focus of these lists is to provide opportunity for the exchange of ideas and information relating to cohort activities, education, research and teaching. The lists are closed, unmoderated lists, meaning they are available only to cohort members, faculty and program staff and all postings go directly to list members (rather than being approved by a moderator and then out to the lists). Please remember that social cues available in face-to-face conversations are not available in email. As with most listservs, we expect communication to be "friendly" and discussions to be conducted in a courteous, professional, and supportive atmosphere.

All UOTeach Students & Program Staff – uoteach4@lists.uoregon.edu
Early Childhood/Elementary Students & Program Staff – uoteach4ece@uoregon.edu
Middle/High School Students & Program Staff – uoteach4mh@uoregon.edu
Glossary

Authorization – The grade levels you are certified to teach. Early Childhood/Elementary, K-5, 6, 7, 8 in a self-contained classroom. Middle/High School is for 6-12 with subject area endorsement.

Cooperating Teacher – A certified teacher in the public schools who is willing to mentor a pre-service teacher. It is our practice to require our cooperating teachers to have completed a minimum of two years teaching experience.

ESOL/ELL/ELD – These are various terms relating to those who are English learners:
   ESOL – English for Speakers of Other Languages, which generally refers to programs and the endorsement available in Oregon
   ELL – English Language Learners, which refers to the students who are in the programs
   ELD – English Language Development, which usually refers to the classrooms in the programs

Endorsement – An area of teaching expertise gained through courses, practicum experience, and (for Middle/High School) passing scores on the Praxis II or NES subject exam(s).

Evaluation – Students will have two evaluations per term, during midterm and the final week of the field experience. Both the cooperating teacher and the supervisor, using the professional growth assessment (PGA) tools, will assess and report progress to the student.

Lesson Plan – A detailed description of the lesson to be taught which will include but not be limited to the following: goals, objectives, materials, lesson procedures and assessment. Students are required to have a lesson plan prepared for every formal observation during practicum and student teaching.

Observation – The purpose of an observation is for the student to receive feedback on their teaching. Supervisors and cooperating teachers will observe one or more lessons during a given term. The lesson is typically preceded by a pre-conference (students shares the lesson plan and designates a focus) and a follow-up post-conference (data collected is analyzed, and suggestions for future teaching are presented by both the observer and the student).

Pre-service Teacher (also referred to as practicum students and/or student teachers) – This is a student studying/training to be a certified classroom teacher. Students in our program will complete multiple terms of field experience, including September Experience, Field Observations, Practica, and Full-Time Student Teaching.

   September Experience – minimum of 15 hours per week for a total of four weeks (50 hours minimum, may include ESOL hours)
   Field Observations – minimum of five hours per week for a total of 10 weeks (50 hours, may include ESOL hours – assignments linked to courses)
   Practicum – minimum of 16 hours per week for a total of 10 weeks (160 hours, may include ESOL hours)
   Student Teaching – Assumes full teaching responsibilities in the building for 10 weeks
Special Interest Group (SIG) Leaders – University staff who meet regularly with an assigned group of 10-15 students to provide support, instruction, and information related to field experiences.

Supervision – Each student in the program is assigned an individual employed by the College of Education who will help guide the field experience. This person is otherwise known as the university supervisor. The supervisor is in the building regularly to make observations, meet with the team, communicate with the classroom teacher, and check student progress. Time is also set aside weekly to conference with each student individually.

Supervisor Meetings – Students will meet weekly with their supervisor and a small number of other cohort members. The university supervisor will facilitate group discussions on teacher-related issues and practicum concerns. Supervisor meetings may be held at the school site or on the university campus.

TSPC – Oregon Teacher Standards and Practices Commission (TSPC) issues teaching licenses upon successful completion of approved programs. All matters pertaining to the license are handled by Ron Tuomi, Coordinator of Licensure and Student Records, in the College of Education.

Work Sample – A TSPC-mandated instructional unit that demonstrates the student’s ability to assess, design and implement instruction, document student progress towards state standards, and report relevant information to students and family.
EVALUATIONS & FORMS

❖ Professional Growth Assessment & Scoring Guide - Midterm & Final
❖ Work Sample Unit Evaluation & Scoring Guide
❖ Lesson Plan Template
❖ ESOL Work Sample Evaluation Form
❖ ESOL Lesson Plan Checklist
Professional Growth Assessment of Oregon Professional Standards
For Initial Teacher Licensure

UOTEACH MIDTERM EVALUATION

Candidate Name: ________________________________________________________________

Program: __________________________________________________________________________

Authorizations/Endorsements (Grade/Subject): ________________________________

Term/Year: ________________________________________________________________

Placement Site: ______________________________________________________________

Signed by:

Cooperating Teacher

University Supervisor

Licensure Candidate

Date

This document reflects assessments of performance on the TSPC-prescribed professional standards (OAR: 584-018-0105) made by the candidate’s supervisors. Evidence of meeting each standard is assessed through classroom observations, work samples, interviews, conversations, professional interactions, and coursework. This assessment for each term becomes part of the candidate’s confidential program file. Please make copies for your reference before submitting the final copy.
**STANDARD 1: Learner Development and Differences**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The candidate designs and implements developmentally appropriate learning experiences that demonstrate an understanding of how students learn.</td>
</tr>
<tr>
<td>b.</td>
<td>The candidate designs culturally appropriate and differentiated learning experiences that include multiple means of teacher presentation and student representation of learning.</td>
</tr>
<tr>
<td>c.</td>
<td>The candidate demonstrates understanding of the role of language and culture by modifying instruction to make language accessible and instruction understandable.</td>
</tr>
<tr>
<td>d.</td>
<td>The candidate regularly assesses student performance and modifies instruction accordingly.</td>
</tr>
</tbody>
</table>

**Notes:**

---

**STANDARD 2: Learning Environments**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The candidate creates and maintains environments that support individual and collaborative learning and encourages positive social interactions.</td>
</tr>
<tr>
<td>b.</td>
<td>The candidate creates and maintains an environment that promotes active engagement in learning and self-motivation.</td>
</tr>
<tr>
<td>c.</td>
<td>The candidate establishes a safe and productive learning environment that includes clear expectations, routines and structures.</td>
</tr>
<tr>
<td>d.</td>
<td>The candidate shows respect for all students and various student cultures.</td>
</tr>
<tr>
<td>e.</td>
<td>The candidate establishes an environment that cultivates respectful communication among students and adults.</td>
</tr>
</tbody>
</table>

**Notes:**
**STANDARD 3: Content Knowledge and Its Application**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The candidate effectively uses materials and representations that capture the key ideas, disciplinary knowledge and concepts.</td>
</tr>
<tr>
<td>b.</td>
<td>The candidate develops tasks that encourage inquiry and multiple perspectives on a topic.</td>
</tr>
<tr>
<td>c.</td>
<td>The candidate engages learners in applying content knowledge to authentic, real-world experiences.</td>
</tr>
<tr>
<td>d.</td>
<td>The candidate engages learners in developing novel approaches and inventive solutions to problems.</td>
</tr>
</tbody>
</table>

**Notes:**

---

**STANDARD 4: Assessment**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The candidate balances the use of formative and summative assessment to support learning.</td>
</tr>
<tr>
<td>b.</td>
<td>The candidate uses assessment to monitor student progress and make adjustments in instruction.</td>
</tr>
<tr>
<td>c.</td>
<td>The candidate selects, modifies or designs assessments that match learning objectives and minimize bias.</td>
</tr>
<tr>
<td>d.</td>
<td>The candidate helps students identify high quality work and provides effective feedback to guide student progress toward that quality.</td>
</tr>
</tbody>
</table>

**Notes:**
## STANDARD 5: Planning and Implementing Instruction

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td>The candidate individually and collaboratively plans student learning that is evidence based and linked to content standards.</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>The candidate plans appropriate sequencing of lessons to facilitate learner growth and understanding.</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>The candidate uses a wide variety of evidence-based pedagogical strategies and varies own role (instructor, facilitator, coach).</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>The candidate engages all learners in developing higher order thinking skills and a deep understanding of content.</td>
</tr>
</tbody>
</table>

**Notes:**

## STANDARD 6: Professional and Ethical Practice

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td>The candidate gathers, evaluates and reflects upon evidence of effective instruction in learning and engagement of all students.</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>The candidate demonstrates understanding of professional responsibilities regarding confidentiality, equity, privacy, needs and rights, and mandatory reporting requirement for all learners including individuals with disabilities.</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>The candidate demonstrates responsibility to program and field expectations through punctuality, timely completion of tasks and adherence to school policies.</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>The candidate collaborates successfully with learners, families and other professionals to support learning.</td>
</tr>
</tbody>
</table>

**Notes:**
UOTEACH FINAL EVALUATION

Candidate Name: ______________________________________________________

Program: ____________________________________________________________

Authorizations/Endorsements (Grade/Subject): ______________________________

Term/Year: __________________________________________________________

Placement Site: _______________________________________________________

PASS: ______  NO PASS: ______

Signed by:

_____________________________________________________________  
Cooperating Teacher  

_____________________________________________________________  
University Supervisor  

_____________________________________________________________  
Licensure Candidate  

_____________________________________________________________  
Date

This document reflects assessments of performance on the TSPC-prescribed professional standards (OAR: 584-018-0105) made by the candidate’s supervisors. Evidence of meeting each standard is assessed through classroom observations, work samples, interviews, conversations, professional interactions, and coursework. This assessment for each term becomes part of the candidate’s confidential program file. Please make copies for your reference before submitting the final copy.
Professional Growth Assessment of Oregon Professional Standards
For Initial Teacher Licensure
Scoring Guide

Descriptions of beginning and competent teacher candidates are provided to demonstrate expected growth over time – to be achieved through practicum and full-time supervised teaching.

1 = Developing Competence in Knowledge and Skill
- Candidate is aware, shows effort, and recognizes examples and non-examples of good practice, but is still developing capacity to consistently achieve positive results
- Awareness of cultural issues, but inconsistent response
- Demonstration of planning is incomplete or missing and candidate is weak in actual teaching performance
- Limited variety in classroom strategies or assessment
- Response to feedback is inadequate

2 = Growing Initial Competence in Using Knowledge and Skill
- Candidate possesses the required knowledge and skill and uses it appropriately most of the time
- Depends on reminders, reviews, scripts, or other supports to produce reasonably consistent results
- Consistent responses demonstrate awareness of cultural issues
- Planning includes necessary components and teaching performance is adequate
- Uses a variety of instructional strategies and assessments
- Classroom climate evidences acceptable results for many students
- Responds appropriately to feedback

3 = Meets Initial Competence for Licensure
- Candidate consistently demonstrates knowledge and skill while independently managing a classroom assignment
- Generally knows what to do, attempts to implement, and achieves acceptable results for most students
- Demonstrates sensitivity and nuance regarding cultural issues
- Planning is coherent, well designed and appropriate to student needs
- Teaching performance consistently results in student engagement and learning gains
- Consistently seeks to know and use a strong variety of strategies and assessments
- Welcomes and uses reminders, regular reviews, and/or accountability reports to sustain and improve performance
- Benefits from and seeks opportunities for intentional practice, coaching, and feedback to improve performance

To be recommended for initial licensure, candidate should have reached the benchmark -- a dominance of “3” scores and no scores lower than a “2” – during the term of full-time student-teaching.
### STANDARD 1: Learner Development and Differences

<table>
<thead>
<tr>
<th>Rating</th>
<th>e. The candidate designs and implements developmentally appropriate learning experiences that demonstrate an understanding of how students learn.</th>
<th>1 2 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td>f. The candidate designs culturally appropriate and differentiated learning experiences that include multiple means of teacher presentation and student representation of learning.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Rating</td>
<td>g. The candidate demonstrates understanding of the role of language and culture by modifying instruction to make language accessible and instruction understandable.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Rating</td>
<td>h. The candidate regularly assesses student performance and modifies instruction accordingly.</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Notes:**

**Overall Score**

### STANDARD 2: Learning Environments

<table>
<thead>
<tr>
<th>Rating</th>
<th>f. The candidate creates and maintains environments that support individual and collaborative learning and encourages positive social interactions.</th>
<th>1 2 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td>g. The candidate creates and maintains an environment that promotes active engagement in learning and self-motivation.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Rating</td>
<td>h. The candidate establishes a safe and productive learning environment that includes clear expectations, routines and structures.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Rating</td>
<td>i. The candidate shows respect for all students and various student cultures.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Rating</td>
<td>j. The candidate establishes an environment that cultivates respectful communication among students and adults.</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Notes:**

**Overall Score**
### STANDARD 3: Content Knowledge and Its Application

<table>
<thead>
<tr>
<th></th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. The candidate effectively uses materials and representations that capture the key ideas, disciplinary knowledge and concepts.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>f. The candidate develops tasks that encourage inquiry and multiple perspectives on a topic.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>g. The candidate engages learners in applying content knowledge to authentic, real-world experiences.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>h. The candidate engages learners in developing novel approaches and inventive solutions to problems.</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Notes:**

**Overall Score**

### STANDARD 4: Assessment

<table>
<thead>
<tr>
<th></th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. The candidate balances the use of formative and summative assessment to support learning.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>f. The candidate uses assessment to monitor student progress and make adjustments in instruction.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>g. The candidate selects, modifies or designs assessments that match learning objectives and minimize bias.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>h. The candidate helps students identify high quality work and provides effective feedback to guide student progress toward that quality.</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Notes:**

**Overall Score**
### STANDARD 5: Planning and Implementing Instruction

<table>
<thead>
<tr>
<th>e. The candidate individually and collaboratively plans student learning that is evidence based and linked to content standards.</th>
<th>Rating</th>
<th>1 2 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. The candidate plans appropriate sequencing of lessons to facilitate learner growth and understanding.</td>
<td>Rating</td>
<td>1 2 3</td>
</tr>
<tr>
<td>g. The candidate uses a wide variety of evidence-based pedagogical strategies and varies own role (instructor, facilitator, coach).</td>
<td>Rating</td>
<td>1 2 3</td>
</tr>
<tr>
<td>h. The candidate engages all learners in developing higher order thinking skills and a deep understanding of content.</td>
<td>Rating</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Notes:**

### STANDARD 6: Professional and Ethical Practice

<table>
<thead>
<tr>
<th>e. The candidate gathers, evaluates and reflects upon evidence of effective instruction in learning and engagement of all students.</th>
<th>Rating</th>
<th>1 2 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. The candidate demonstrates understanding of professional responsibilities regarding confidentiality, equity, privacy, needs and rights, and mandatory reporting requirement for all learners including individuals with disabilities.</td>
<td>Rating</td>
<td>1 2 3</td>
</tr>
<tr>
<td>g. The candidate demonstrates responsibility to program and field expectations through punctuality, timely completion of tasks and adherence to school policies.</td>
<td>Rating</td>
<td>1 2 3</td>
</tr>
<tr>
<td>h. The candidate collaborates successfully with learners, families and other professionals to support learning.</td>
<td>Rating</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Notes:**
UOTeach Work Sample Unit Evaluation Sheet

Name _______________________________ Term/Year ___________ Subject Area(s) _______________________

Work Sample Title ____________________________ Grade Level __________________________

School ____________________________ Cooperating Teacher __________________________

Your work sample should be typed, and should include all components listed below. Refer to narrative descriptions and scoring guide for details. Components that are assessed with a scoring guide are evaluated “0” (not present) to “4” (exemplary). Performance levels are explained in the Scoring Guide for Work Sample in the Handbook.

1. Title Page, Cover, Table of Contents met not met

2. Unit Learning Goals, Standards met not met

3. Calendar - Identify Specific Instructional Strategies lesson by lesson met not met

4. Demographics

   4 3 2 1 0

5. Daily Lesson Plans - The required components are described using the template

   4 3 2 1 0

   a. Objectives are clear and match lesson

   4 3 2 1 0

   b. Lessons include detailed Instructional Strategies (should Include a variety of strategies)

   4 3 2 1 0

   c. All necessary materials are included

   4 3 2 1 0

   d. As appropriate: Differentiated Instruction/ Students with Special Needs/Adaptations

      Extensions (Specified TAG/ESOL/Special Needs based on culture)

   4 3 2 1 0

   e. Reflection on Lesson

   4 3 2 1 0

6. Literacy: Explain, referring to at least 2 specific lessons, how you paid attention to literacy instruction within the subject.

   4 3 2 1 0

7. Learning gains

   a. Narrative for pre and post performance for three selected focus students

   4 3 2 1 0

   b. Interpretive discussion of student learning and the factors that affect learning

   c. Document and explain constructive feedback to focus students

   4 3 2 1 0

   c. Narrative discussion of how data will be used to change future teaching

   4 3 2 1 0

   d. Narrative of how data will be communicated to students and families

   4 3 2 1 0

   e. Includes examples of student work

   4 3 2 1 0

8. Reflective Self Evaluation

   4 3 2 1 0

Comments:

For a passing score, all individual sections scored 3 or above (circle one): Pass  No Pass

University Supervisor ____________________________ Date __________________________
## Work Sample Scoring Guide

<table>
<thead>
<tr>
<th>1. Title/Cover</th>
<th>2. Unit Learning Goals and Standards</th>
<th>3. Calendar</th>
</tr>
</thead>
</table>
| Met | 3-ring binder or CD; word processed with few spelling/grammar errors  
Cover/title page includes: your name, grade level(s), subject area(s), title of work sample  
Table of Contents: tab sections and subsections correspond to evidence list | The 3 – 5 unit goals are a clear fit, aiming at a wide variety of skills. They support the topic as well as the curricular needs of the mentor teacher. Appropriate state standards are listed and a reasonable connection with the goals is made. | Calendar for unit shows, for each day, the topic, at least one objective, and a brief statement of instructional strategy, so that reader can get a quick overview of unit. |
| Not Met | Elements are missing  
Work is disjointed and/or sloppy  
Work is not word processed | The unit learning goals are not appropriate, developmentally or academically.  
Standards are not listed or linked to goals. | Calendar is missing or does not include all components |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-written and thorough narrative description of the context that includes: -description and demographics of both the school and general community -description of the classroom; summarize student demographics as well as faculty, support staff, and volunteers, etc.; description of students who may need special support</td>
<td>Rationales show careful thought about lesson strategy and sequence -Objectives are consistently clear and well-matched to lesson -Lessons detail is consistently precise and teachable in a step-by-step manner -Lessons are creative and well-thought through, often aim at high-level skills -Materials always included and complete -Differentiations clear (as needed) -Reflections include some detail about what happened and specific reflections on what worked well and what didn’t</td>
<td>Thorough explanation of literacy efforts show knowledge of literacy instruction in the subject -Specific connection noted to student needs -Evidence cited from at least two lessons is accurate and relevant</td>
<td>Highly detailed narrative for each student regarding prior knowledge, progress and evidence of achievement -Nuanced/thoughtful discussion of evidence regarding learning gains -Clear evidence in student samples and careful discussion of feedback given, including relation to individual needs -Thoughtful narrative on future use of what is learned -Thoughtful explanation of communication to parents/students -Clear, understandable examples of student work included and cited in text</td>
<td>Self evaluation shows considerable insight and depth, ability to be constructively self-critical; shows understanding of how social context affects one’s teaching</td>
</tr>
<tr>
<td>3</td>
<td>Basic narrative that includes: -demographics and basic info on both school and general community -description and demographics for classroom, support staff, special needs students</td>
<td>Rationale includes required components -Objectives are accurate for lesson -Lessons are clear and easy to follow -Lessons show competent planning and aim at variety of skills -Materials usually included and complete -Differentiation attempted -Reflections exist</td>
<td>Competent explanation of literacy efforts show awareness of literacy issues -Student needs noted -Evidence cited from at least two lessons is accurate</td>
<td>Clear narrative for each student regarding prior knowledge, progress and evidence of achievement -Competent discussion of evidence regarding learning gains -Clear evidence and adequate discussion of feedback given -Adequate narrative on future use of what is learned -Clear explanation of communication to parents/students -Examples of student work included</td>
</tr>
</tbody>
</table>
| 1-2 | -Not in narrative form; may be cut and pasted from other source  
-One or more areas missing or lacking in key demographic information  
-Classroom description has few specifics | -No rationale or missing required components.  
-Objectives often unclear/unmatched to lesson  
-Lessons need greater detail to be understandable  
-Lessons tend to aim at low-level skills or are simplistic  
-Differentiation not attempted or inappropriate  
-Reflections missing or very thin | -Minimal discussion of literacy  
-Little or no connection to student needs  
-Evidence from lessons not cited or is not accurate | -Narrative on student achievement unclear or missing parts  
-Incomplete discussion of the evidence regarding learning gains  
-Lacks clear evidence of feedback; discussion is minimal or unclear  
-Minimal narrative on future use of what is learned  
-Minimal explanation of communication to parents/students  
-Few or unclear examples of student work included | Self-evaluation missing or shows little effort at self-critique |
Lesson Plan Template for UOTeach

Introduction
Lesson planning is a vital component of teaching. Effective lesson planning leads to high quality instruction and ultimately to student achievement. As pre-service teachers (i.e., student teachers) UOTeach students are expected to “think through” their lessons in terms of (but not limited to) goals, rationale and purpose, materials needed, possible challenges, modifications, and assessments. Contrary to popular belief, teaching is not adlibbing in front of a group of students; rather, it is a well thought out practice which involves pre-planning, careful delivery, and reflection. It is expected that the lesson plan template provided here will support UOTeach students in their development as professional educators.

There is no universal lesson plan nor is there a one-size-fits-all manner of teaching. Consequently, students in the UOTeach program are likely to encounter differing opinions and practices in terms of lesson planning and instruction (from professors, supervisors, cooperating teachers, and from personal experience). Additionally, as students transition into their careers as professional educators, the detail found in their lesson planning is certain to shorten (to notes in a lesson plan book, for example) depending on their experiences and the expectations of their building administrator. Nevertheless, as pre-service teachers, students in the UOTeach program are expected to follow the lesson plan model found in this template as part of the program. It is designed to provide structured minimum expectations as well as flexibility for individual needs. In consultation with their University supervisors, course instructors, and co-operating teachers, minor changes may be made according to grade level (elementary v. secondary, for example) and/or subject (e.g., math, science, language arts, etc.)

Summary of Required Components of All Lessons
- **Rationale** which explains your thinking underlying the lesson in a narrative form
- **Learning objectives**, usually framed as “Students will be able to . . .” The learning objectives are tied to state content standards. As part of the backwards design process, these objectives help UO pre-service teachers think clearly about what materials they will be using, the type of instruction they will be employing, and the manner of assessment to gauge teaching effectiveness and student success.
- Estimated **time** and a complete list of **materials** that will be needed for the lesson must be listed in the lesson plan.
- **Step by step procedures** which detail the flow and the depth and breadth of the lesson. This includes:
  - Explicit and detailed **teaching techniques** including adaptations and accommodations which take into consideration the diverse learners found in the classroom; this includes, but is not limited to, **English learners, Special Education or Talented and Gifted students**, and students with other special learning needs (e.g., behavioral, physical).
Each lesson should include specific questions, comments and directions that the teacher will use to support students' learning. This will include how key terms/ideas will be communicated to the students, questions that will be asked of the students, transitions, closing, etc. The teacher questions and comments in the lesson plan must be detailed enough so that a substitute teacher would be able to teach the lesson. By writing specific questions and comments, the teachers will have an opportunity to think through their lessons, including the language and questions they will be using. It will also provide the supervisor an opportunity to provide detailed and specific feedback during the observation pre-conference.

- Each lesson should have an **assessment/evaluation** component. Specifically, what data (formal and/or informal) will be gathered and/or collected to assess the extent to which the students achieved the expected objectives of the lesson?
Lesson Plan Template with questions to consider; each numbered/bolded item is required. The regular-font bulleted questions are to guide your thinking, not to be answered one-by-one. The italicized bulleted items, specific to ESOL, must be incorporated in your work sample during the term that you will be working with English Language Learners. You must note or highlight the areas in your lesson plan where the ESOL adaptations are done.

I. Rationale: Provide a short narrative that explains your thinking behind the lesson.
   - how the lesson builds on the prior lesson and/or on other previous knowledge that you know students bring to class
   - the central idea or point of the lesson
   - why you are using this particular strategy or teaching approach

II. Lesson Objective: List the specific objectives for this lesson.
   - What knowledge, skills and attitudes do you expect students to acquire in this lesson?
   - You must have language as well as content objectives. These are written for students to see and may be shared verbally with students before lesson begins.
   - List any key vocabulary emphasized in lesson.

III. Lesson Assessment: Name the tools/instruments/methods you will use to determine if the objective has been met (may include formative/summative, oral/written).
   - How will students demonstrate to the teacher that they captured the concept/idea of the lesson?
   - What will be an acceptable level of student performance the teacher will accept in order to be considered successful?
   - If a student is limited in English, how does your assessment accurately allow this student to show you what they learned? In other words, how will you avoid having their lack of language proficiency get in the way of students demonstrating their knowledge?

IV. Standard: List the relevant national, state, district, or school standards addressed in this lesson.
   - Add English Language Proficiency Standard.

V. Time: How long (in minutes or in class periods) is the lesson estimated to take?

VI. Materials: List the texts, handouts, unusual equipment (besides standard computer, overhead, etc), prepared materials (as for a lab or simulation).
   - What do you need to remind yourself to have ready-to-go for this lesson?
   - List any supplemental materials used to adapt lesson for ELLs.

VII. Beginning of Lesson:
   - Are students made aware of the purpose and goal of the lesson? What will the teacher tell students? What will the teacher not tell students?
   - How will the objective/topic be introduced?
   - How will the teacher familiarize students with the lesson objective/topic?
     - (Lesson preparation: sharing objective with student both orally and in writing.)
   - What kind of anticipatory set will be used? How are the students’ interests going to be piqued?
   - How will the teacher connect prior knowledge or previous lessons to the current lesson?
     - (How is the teacher building Background Knowledge?)
VIII. Middle of the Lesson - Central Activity:

- How does the teacher ensure that the lesson instruction plausibly leads to the learning objective?
- What instructional techniques and strategies are used by the teacher to make appropriate accommodations for both the class and for individual students, i.e., kinesthetic, auditory, visual learners, English learners, Special Education students?
- What strategy will the teacher use to provide instruction, e.g., lecture, inquiry (questioning), role play, group discussion, student initiated (and led) instruction, teacher initiated (and led) instruction?
  - (different grouping configurations, think-pair-share, etc.)
- What strategies does the teacher use that are content appropriate, age-appropriate, culturally appropriate?
- What content or strategy is the teacher using that offers multicultural perspectives?
- How will the teacher communicate expectations for what students should be doing at each point?
- How does the teacher provide feedback: e.g., by modeling, probing, checking for understanding?
- How will the teacher respond to student errors or misconceptions?
- How will transitions be managed?
- What opportunity does this lesson provide for students to use strategies (e.g., problem solving, predicting, organizing, summarizing)?
- What specifically is being done to make the lesson content comprehensible to ELs (e.g., visuals, scaffolding, modeling, clear explanation of tasks, and speech appropriate for language proficiency level)?
- Does this lesson provide students the opportunity to apply content and language knowledge?
- Does this lesson provide hands-on materials and/or manipulatives for students to practice using new content knowledge?
- What language skills are students practicing in this lesson (i.e., listening, reading, writing and speaking)?

IX. End of Lesson:

- How will the teacher wrap up and summarize instruction, e.g. review critical elements of the lesson, provide closure?
- What opportunities do the students have to practice the learning?
- How is the practice directly related to the instruction?
- Are students required to perform the new learning independently? What plan does the teacher have to provide feedback on their independent practice? How is the independent practice directly related to the learning objective and the lesson?
- How is student learning assessed?
- How is assessment directly related to instruction? What type of information is gathered?
- How does the teacher monitor and provide immediate and specific feedback to students in regard to their learning?
- If a student is limited English proficient, how does the assessment tool accurately measure content knowledge and/or lesson objectives? In other words, is the assessment actually showing what the student knows, or is it really measuring their language ability?
- Review language and content objectives with students.
- Review key vocabulary.

X. Lesson Reflection: Explain what actually happened, unexpected turns and how you dealt with them. Did you meet your objectives? Why or why not? What might you do differently?
UOTeach ESOL Work Sample Evaluation Form

Student Name________________________________________ Term/Year________________________________

School________________________________________ Subject/Grade________________________________

ESOL Consulting Teacher

1. ESOL teacher has reviewed four ESOL-focused lessons in the work sample prior to teaching of lessons.

__________________________ ______________________________
Signature of ESOL Consulting Teacher Date

Printed Name of ESOL Consulting Teacher

University Supervisor

1. Four ESOL lessons are clearly identified in the work sample and show knowledge and skills regarding teaching ELL students.

   _____ Acceptable _____ Not acceptable

2. ELL student learning gains are appropriately described and discussed in the Learning Gains section.

   _____ Acceptable _____ Not acceptable

3. A. Student has provided documentation of ELD teacher’s lesson feedback (emails, notes, checklist, before and after lessons)

   _____ Yes _____ No

   B. Student has improved lessons based on ELD teacher’s feedback.

   _____ Acceptable _____ Not acceptable

__________________________ ______________________________
Signature of University Supervisor Date

Printed Name of University Supervisor
ESOL Lesson Plan Checklist

Use this optional checklist to guide creation of lesson plans with effective ESOL lesson modifications. University Supervisors and ESOL Consulting Teachers will look for these items when evaluating lessons. An acceptable ESOL lesson should include at least the first five elements. If some elements are not clearly apparent in the written lesson plan, students can orally share where these elements would be present in the actual lesson delivery.

<table>
<thead>
<tr>
<th>Student's Name__________________________</th>
<th>Lesson #______</th>
<th>Date____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Content &amp; language objectives clearly stated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ Key vocabulary listed and emphasized (introduced, written, repeated, highlighted; may be part of the language objective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ Variety of techniques used to make content comprehensible (visuals, realia, modeling, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ Meaningful activities included that integrate lesson concepts and allow students to practice language skills such as reading, writing, speaking, and listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ New concepts related to students’ experiences by building background knowledge or new learning linked to past learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ Scaffolding techniques used throughout the lesson to assist and support student learning (giving examples, graphic organizers, clear step-by-step instructions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ Key vocabulary reviewed comprehensively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ Academic tasks explained clearly with directions presented verbally and in writing <em>(Note: This may not be apparent in the lesson plan but should always be part of the instruction.)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ Opportunities presented for varied interactions between students/teacher and among students that encourage elaborated responses about lesson concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ Student comprehension/learning of lesson objectives assessed throughout lesson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>