UNIVERSITY OF OREGON
EDUCATION STUDIES
AND
EDUCATIONAL METHODOLOGY, POLICY, & LEADERSHIP
HANDBOOK
FOR
Reading Endorsement
WITH
MULTILINGUAL/MULTICULTURAL
OR
LITERACY LEADERSHIP EMPHASIS

2012-2013

Note:
All information in this handbook is subject to change for program improvement.
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Introduction

Welcome to the Reading Endorsement Program of the University of Oregon College of Education. This endorsement is designed to prepare educators with enhanced competence in the area of literacy pedagogy and curriculum development. This includes:

(a) providing intensive, research-based reading intervention to individuals and small groups of children in a classroom setting;
(b) understanding individual student literacy learning and assessment from a variety of disciplinary perspectives—including behavioral, cognitive, linguistic, social-psychological, and cultural perspectives;
(c) being able to develop, administer and interpret a variety of forms of assessment of reading skills;
(d) understanding the politics, policies and practical realities associated with language and literacy in education settings and how these issues affect students.

Students seeking their endorsement are enrolled in one of two departments, each of which offers its own emphasis for the endorsement. Both Reading Endorsement emphases offered by the College of Education aim to develop reading interventionists, but each emphasis offers its own area of specialization.

The Educational Methodology, Policy, & Leadership Department (EMPL) offers a reading endorsement with a Literacy Leadership emphasis that focuses on systems-level reading/literacy planning and implementation, data management, organization, descriptive analysis, and interpretation of reading/literacy related information within a data-based decision making model. The goal is to prepare teachers who can provide effective reading intervention; support schools, districts, and state-level agencies in conducting internal audits of resource capacity needs; and implement school, district, or state-level literacy plans. The Education Studies program has a Multilingual/Multicultural emphasis that offers a linguistically and culturally inclusive approach to literacy education that includes attention to the needs of speakers of other languages and speakers of non-standard English.

This packet includes the specific information regarding both emphases in the Reading Endorsement Program. Requirements as well as information and forms for the practicum piece of the program are included in this handbook. Please note that the Graduate School requires students to be registered for at least 3 credits per term (with some leave terms available). See the page in this handbook on Graduate School policies for more information.

To plan the specifics of your program, please contact Gina Biancarosa for the Literacy Leadership emphasis or Rhonda Myers for the Multilingual/Multicultural emphasis.
<table>
<thead>
<tr>
<th>Ed Studies</th>
<th>EMPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhonda Myers</td>
<td>Gina Biancarosa</td>
</tr>
<tr>
<td>Reading Advisor &amp; Secondary Placements</td>
<td>Curriculum Coordinator &amp; Advisor</td>
</tr>
<tr>
<td>Nancy Bray</td>
<td>Nancy Bray</td>
</tr>
<tr>
<td>Elementary Placements</td>
<td>Elementary Placements</td>
</tr>
<tr>
<td>Nancy Bray</td>
<td>Nancy Bray</td>
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<tr>
<td>Secondary Placements</td>
<td>Secondary Placements</td>
</tr>
<tr>
<td>Richelle Chambers Krotts</td>
<td>Angela Pellerin</td>
</tr>
<tr>
<td>Registration, Graduate School, &amp; Testing Information</td>
<td>Registration &amp; Graduate School Information</td>
</tr>
<tr>
<td>Jeff Edmundson</td>
<td></td>
</tr>
<tr>
<td>Director of Master’s Degree Programs</td>
<td></td>
</tr>
</tbody>
</table>
Graduate School Policies

- Students enrolled in a graduate program must attend the university continuously and register for at least three credits each term until the program is completed. Up to three academic year terms of leave can be requested by submitting a Request for On-Leave Status form (https://gradweb.uoregon.edu/main/petitions/student/onleave.html). Please note that courses for each endorsement or authorization may not be available every term and may require taking at least one term of leave over the course of the program.

- 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 student’s department, may drop the student from the Graduate School, thus terminating the student’s program.

Reading Endorsement Program Policies

- Students must complete each course with a minimum grade of B-. If a minimum grade of B- is not earned, the student must retake the course.

- Students are expected to abide by the University’s Student Conduct Code. Students are strongly urged to read the Conduct Code, which may be accessed at this link: http://policies.uoregon.edu/policy/by/1/05-students/student-conduct-code

- Students must also abide by the general policies and procedures of the College of Education, which can be found here: http://education.uoregon.edu/feature.htm?id=377
# Coursework Requirements for Multilingual/Multicultural Emphasis

## Core (All Students)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Terms Offered</th>
<th>Term Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 612 (4) Reading Interventions</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>EDLD 610 (4) Introduction to Measurement &amp; Assessment</td>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>EDST 616 (4) Language, Power and Education</td>
<td>Summer, Fall</td>
<td></td>
</tr>
<tr>
<td>EDST 609 (3) Practicum</td>
<td>Can be scheduled any term after student has completed at least 4 courses, including EDST 610</td>
<td></td>
</tr>
</tbody>
</table>

## Multilingual/Multicultural: Elementary

<table>
<thead>
<tr>
<th>Courses</th>
<th>Terms Offered</th>
<th>Term Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST 640 (4) Constructing Meaning Through Literacy</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>EDST 641 (4) Reading as Cultural Literacy</td>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>EDST 646 (4) ESOL Pedagogy for the Elementary Classroom</td>
<td>Winter</td>
<td></td>
</tr>
</tbody>
</table>

## Multilingual/Multicultural: Secondary

<table>
<thead>
<tr>
<th>Courses</th>
<th>Terms Offered</th>
<th>Term Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST 629 (4) Developing Literacy in a Multilingual Society</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>EDST 619 (4) Teaching for Literacy in Middle/High Subjects</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>EDST 626 (4) ESOL Pedagogy for Math/Science – OR – EDST 638 (4) ELL Pedagogy for Humanities</td>
<td>Fall, Fall</td>
<td></td>
</tr>
</tbody>
</table>

## Testing Requirements

**Praxis II: Reading Specialist #301**

Date taken: ___________________________  Score: ________________
## Coursework Requirements for Literacy Leadership Emphasis

### Core (All Students)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Terms Offered</th>
<th>Term Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 612 (4) Reading Interventions</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>EDLD 610 (4) Introduction to Measurement &amp; Assessment</td>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>EDST 616 (4) Language, Power and Education</td>
<td>Summer, Fall</td>
<td></td>
</tr>
<tr>
<td>EDST 609 (3) Practicum</td>
<td>Taken for 1 credit Fall, Winter, and Spring</td>
<td></td>
</tr>
</tbody>
</table>

### Literacy Leadership

<table>
<thead>
<tr>
<th>Courses</th>
<th>Terms Offered</th>
<th>Term Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 610 (2) Intermediate Literacy for Diverse Learners</td>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>SPED 610 (2) Adolescent Literacy for Diverse Learners</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>EDLD 618 (4) Data-based Decision Making</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>EDLD 613 (4) Reading Research</td>
<td>Summer</td>
<td></td>
</tr>
</tbody>
</table>

### Testing Requirements

Praxis II: Reading Specialist #301

Date taken: ______________________  Score: ____________________
Practicum Requirements

The practicum for a reading endorsement requires 90 clock hours in the classroom. For the Multilingual/Multicultural emphasis, these hours are usually completed in one term but may be stretched over additional terms. For the Literacy Leadership emphasis, these hours are completed over three terms. See specific details for both in the table entitled “Practicum Requirements by Emphasis” on page 12.

During these hours, students will observe/assist/participate/prep. Within that time, they will also complete a work sample. The student and cooperating teacher will negotiate a schedule to accommodate these requirements.

For full-time teachers adding a Reading Endorsement while working in their own classrooms
If you are teaching in a school that has a reading-endorsed teacher with a minimum of 2 years experience, you may have the option of completing your 90-hour Reading practicum in your own classroom by doing the following:

1. Observe/assist/participate at least 15 hours in a reading instruction class taught by a reading-endorsed teacher; the teacher must have taught a minimum of 2 years prior to this year.
2. Teach and plan a two-week reading unit in your classroom.
3. Schedule two lesson observations with your university supervisor.
4. Arrange regular meetings for feedback from your on-site Cooperating Reading Teacher.

For teachers with a current K-12 authorization seeking a K-12 endorsement
Teachers with a K-12 authorization on their existing license have the option of seeking a K-12 reading endorsement. In such cases, the required 90-hour practicum must be divided between two placements: one at the elementary level and one at the secondary level. In addition, a work sample must be completed for each placement.

Practicum Goals
The goals of the practicum experience 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
Applied fieldwork is an integral part of the program. The credit hours for all required fieldwork are offered pass/fail, and a passing grade is required to complete the endorsement.

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, Portland, and Bend-La Pine areas in order to increase our options for out-of-area students.
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.

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 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. 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.

**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. 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 the practicum, students design and implement a unit of study for a minimum eight-lesson work sample, or at least two weeks of study. Refer to the table on page 12 for specifics by emphasis. The practicum student will need an opportunity to acquire pre- and post-assessment data from students in the groups. Lesson plans, journal entries, and 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.

Students with a K-12 authorization on their existing license have the option of seeking a K-12 reading endorsement. In such cases, the required 90-hour practicum must be divided between two placements: one at the elementary level and one at the secondary level. Work samples must be completed for each placement.

The University Supervisor serves as the contact person for questions regarding the work sample and TSPC requirements. The supervisor also provides support for the work sample development and evaluates the final product. The Cooperating Teacher should review the work sample and lesson plans with the student prior to their implementation. See the advisor for your specific reading endorsement emphasis for examples.

**Professional Growth Assessment (PGA)**
The other major form of assessment during the various field experiences is the Professional Growth Assessment (PGA). It is generated by the Cooperating Teacher and the University Supervisor during the evaluation meeting with the candidate at the end of the practicum. Students seeking a K-12 reading endorsement must have a PGA for each practicum site: one in their elementary placement and one in their middle-high placement.

The PGA documents a student’s progress toward meeting Oregon State standards for endorsement and is used to identify activities and describe products, expectations, and evaluation procedures. During the final three-way conference, the Cooperating Teacher and University Supervisor fill out the appropriate PGA form and discuss it with the student.

*Please note: While it is necessary for our program to establish guidelines regarding field placement hours, we recognize that each student’s field assignment is unique. If you have questions or concerns, please do not hesitate to seek assistance from the University Supervisor and/or Field Placement Coordinator.*
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. Supervisors should communicate with the Field Placement Coordinators at the university 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:

- an orientation meeting during the first week of field work;
- two teaching observations;
- a final conference to review the Professional Growth Assessment (PGA).

Additional visits are required for students completing their practicum over more than one term (see Practicum Requirements by Emphasis on next page for further details).

The observations should cover a full period at the secondary level or a minimum of 30 minutes at the elementary level and include a debriefing session. Supervisors should provide feedback, communicate with the cooperating teacher, and assess student progress. The supervisor is a key support for the student and is expected to use professional judgment regarding the attention needed by each student.

Roles and Responsibilities: The Cooperating Teacher

The Cooperating Teacher is asked to provide support, direction, and evaluation for the practicum student. During the part-time field experience for an added endorsement, the Cooperating Teacher is strongly requested to provide regular feedback to the practicum student. If a student experiences a persistent problem during fieldwork, the supervisor should be contacted immediately and will be responsible for facilitating an acceptable resolution to the specific problem identified.

The Cooperating Teacher participates in at least two 3-way conferences during the term: one at the beginning to establish expectations, and one at the end for evaluation (see Practicum Requirements by Emphasis on page 12 for further details). These conferences include the University Supervisor and the practicum student. The Cooperating Teacher should fill out the appropriate Professional Growth Assessment (PGA) form with the University Supervisor during the final conference.

Classroom Management
The Cooperating Teacher should help the student practice classroom management procedures that are consistent with classroom policies. Practicum students begin their fieldwork at a time when teachers have already established procedures for dealing with classroom behavior. Those procedures and the rationale for them should be discussed. If necessary, the Cooperating Teacher can help the student modify existing procedures.
Planning for Instruction
Cooperating teachers should familiarize the student with the scope and sequence of the subjects he or she will be teaching. The cooperating teacher should review the student’s lesson plans and work sample unit plan to provide feedback about their appropriateness.

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 practicum student 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.
# Practicum Requirements by Emphasis

<table>
<thead>
<tr>
<th>Terms</th>
<th>Multilingual/Multicultural</th>
<th>Literacy Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 90 hours of practicum are completed in one term</td>
<td>• 30 hours of practicum are completed per term: fall, winter, spring</td>
<td></td>
</tr>
<tr>
<td><strong>Practicum Placement/Endorsement</strong></td>
<td><strong>early childhood/elementary OR</strong></td>
<td><strong>early childhood/elementary OR</strong></td>
</tr>
<tr>
<td>• middle/high school</td>
<td>• middle/high school OR</td>
<td>• Candidates completing a practicum experience at either early childhood or elementary AND at either middle or high school shall qualify for authorization for pre-primary through grade 12.*</td>
</tr>
<tr>
<td><strong>Work Sample</strong></td>
<td>• students develop and implement a two-week curriculum unit with a focus on literacy skill development</td>
<td>• students develop and implement (a) a one-week curriculum unit winter term with a focus on providing Tier II support; and (b) a one-week curriculum unit spring term with a focus on providing Tier III support</td>
</tr>
<tr>
<td>• students will be formally observed twice while they are teaching their work sample</td>
<td>• students will schedule one visit from their university supervisor fall term for him/her to participate in/observe a practicum activity outside of direct teaching</td>
<td></td>
</tr>
<tr>
<td>• students will be formally observed once while they are teaching their work sample in the winter and once while they are teaching their work sample in the spring</td>
<td>• students will be formally observed once while they are teaching their work sample in the winter and once while they are teaching their work sample in the spring</td>
<td></td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>• establish a consistent and predictable schedule for observation</td>
<td>• complete a Practicum Agreement to be updated at the beginning of each term (fall, winter, spring) identifying activities that will be completed at the practicum site to address each of the Oregon standards</td>
</tr>
<tr>
<td>• complete a Time Log</td>
<td>• complete a Time Log</td>
<td>• complete a Time Log</td>
</tr>
<tr>
<td><strong>Supervisor Meetings</strong></td>
<td>• meet with university supervisor and school-based supervisor at the beginning of the term to plan the schedule and activities for the term</td>
<td></td>
</tr>
<tr>
<td>• schedule a final 3-way conference to address PGA at the end of the term</td>
<td>• meet with university supervisor and school-based supervisor at the beginning of fall term to plan practicum activities for the term and again at the end of each term to discuss progress on tasks on the Practicum Agreement and plan activities for the next term</td>
<td></td>
</tr>
<tr>
<td>• schedule a final 3-way conference to address PGA at the end of spring term and to sign off on the Practicum Agreement</td>
<td>• schedule a final 3-way conference to address PGA at the end of spring term and to sign off on the Practicum Agreement</td>
<td></td>
</tr>
</tbody>
</table>

* A candidate must hold a license at the appropriate authorization levels and complete two practicum levels to qualify for K-12.
Technology Etiquette Guidelines

As an educator, you have a professional image to uphold and how you conduct yourself online impacts this image. Instances of misconduct, engaging in inappropriate dialogue about schools and/or students or posting pictures and videos of individuals engaging in inappropriate activity online can result in serious repercussions including termination from the licensure program. Guidelines for use of technology are as follows:

Educational and Social Networks

1. If using an educational network at your practicum site, find out what the district and school policies are and comply with them.
2. Do not post photos or videos of students without written parent or guardian permission.
3. Do not accept students as “friends” on personal social networking sites.
4. Decline any student-initiated “friend” request and discourage online “friendships” with students.
5. Remember, “friends” have the ability to download and share your information with others.
6. Never discuss students, teachers, or staff, or criticize school policies or personnel.
7. Post only what you want the world to see. Once you post something, it may be available even after you have taken it down.

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

Email

1. Think three times: before you write, after you write and before you send your message. Carefully compose all responses.
2. Always use correct grammar, spelling, punctuation, and paragraph structure. Careless spelling, grammar or punctuation conveys a poor impression on you. Use the spell feature that accompanies your email program.
3. Do not capitalize whole words that are not titles. Capitalizing is generally interpreted as SHOUTING to your reader.
4. Get your most important points across quickly.
5. Use the descriptive subject line to identify the message content. Emails without a descriptive subject line may be deleted without reading.
6. Avoid flaming or the expression of extreme emotion or opinion in an email message. You will alienate your reader, possibly causing ill feelings. Remember email responses are permanent. To reduce email communication problems:
   a. Resist the temptation to “fire off” a response.
   b. Read the original message again. You may have misinterpreted the message.
   c. Draft a response and let it cool off for a time before sending it.
7. Break the cycle of message and response. A telephone call or personal conversation can do wonders in resolving difficulties.
Cell Phone and Text Messages

1. Turn your cell phone off. If you need to have your cell phone on, set it to vibrate.
2. Let your cell phone calls go to voice mail.
3. Refrain from checking and responding to messages while at your practicum site.
4. Use of your cell phone should be reserved for important calls and messages only.

If you need to make a phone call, wait until you have a break and then find a private place to make the call.
Cooperating Teacher Profile

Please complete this form and return to the University of Oregon supervisor. In lieu of this form, you may submit your resume either by hard copy or email to the University Supervisor.

Name ___________________________     School ___________________________     Date _______

Teaching Experience
Please list the names of the last 3 places you taught and the years you were there:

Academic Background
Please list the academic degrees you have earned:

Licensure and Accreditation
Please list all your licenses and endorsements:
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>
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</table>

| a. The candidate designs and implements developmentally appropriate learning experiences that demonstrate an understanding of how students learn. | 1 2 3 |
| b. The candidate designs culturally appropriate and differentiated learning experiences that include multiple means of teacher presentation and student representation of learning. | 1 2 3 |
| c. The candidate demonstrates understanding of the role of language and culture by modifying instruction to make language accessible and instruction understandable. | 1 2 3 |
| d. The candidate regularly assesses student performance and modifies instruction accordingly. | 1 2 3 |

Notes:

**Overall Score**

### STANDARD 2: Learning Environments

<table>
<thead>
<tr>
<th>Rating</th>
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</thead>
</table>

| a. The candidate creates and maintains environments that support individual and collaborative learning and encourages positive social interactions. | 1 2 3 |
| b. The candidate creates and maintains an environment that promotes active engagement in learning and self-motivation. | 1 2 3 |
| c. The candidate establishes a safe and productive learning environment that includes clear expectations, routines and structures. | 1 2 3 |
| d. The candidate shows respect for all students and various student cultures. | 1 2 3 |
| e. The candidate establishes an environment that cultivates respectful communication among students and adults. | 1 2 3 |

Notes:

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

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

**Notes:**

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### STANDARD 4: Assessment

<table>
<thead>
<tr>
<th>Rating</th>
<th>a. The candidate balances the use of formative and summative assessment to support learning.</th>
<th>1 2 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. The candidate uses assessment to monitor student progress and make adjustments in instruction.</td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>c. The candidate selects, modifies or designs assessments that match learning objectives and minimize bias.</td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>d. 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:**

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

| a. The candidate individually and collaboratively plans student learning that is evidence based and linked to content standards. | 1 2 3 |
| b. The candidate plans appropriate sequencing of lessons to facilitate learner growth and understanding. | 1 2 3 |
| c. The candidate uses a wide variety of evidence-based pedagogical strategies and varies own role (instructor, facilitator, coach). | 1 2 3 |
| d. The candidate engages all learners in developing higher order thinking skills and a deep understanding of content. | 1 2 3 |

Notes:

| Overall Score |

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**STANDARD 6: Professional and Ethical Practice**

| a. The candidate gathers, evaluates and reflects upon evidence of effective instruction in learning and engagement of all students. | 1 2 3 |
| b. 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. | 1 2 3 |
| c. The candidate demonstrates responsibility to program and field expectations through punctuality, timely completion of tasks and adherence to school policies. | 1 2 3 |
| d. The candidate collaborates successfully with learners, families and other professionals to support learning. | 1 2 3 |

Notes:

| Overall Score |
Work Sample 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, Spine, 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. Lesson Plans - The required components are described
   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. Learning gains
   a. Narrative for pre and post performance for three selected students     4 3 2 1 0
   b. Interpretive discussion of student learning and the factors that affect learning 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
   f. Pre/post assessment instruments included                               4 3 2 1 0

7. 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></th>
<th>1. Title/Cover/Spine Table of Contents</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/spine/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 |
|------------------|-----------------------|------------------|-----------------------------|
| 4                | -Objectives are consistently clear  
-Lessons detail is consistently precise, thorough and teachable  
-Lessons are creative and well-thought through, often aim at high-level skills  
-Materials always included and complete  
-Differentiations clear (as needed)  
-Reflections are thoughtful/detailed | -Highly detailed narrative for each student regarding prior knowledge, progress and evidence of achievement  
-Nuanced/thoughtful discussion of evidence regarding learning gains  
-Thoughtful narrative on future use of what is learned  
-Thoughtful explanation of communication to parents/students  
-Pre/Post assessments included  
-Clear, understandable examples of student post-assessment included | Self evaluation shows considerable insight and depth, ability to be constructively self-critical; shows understanding of how social context affects one’s teaching |
| 3                | -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 | -Clear narrative for each student regarding prior knowledge, progress and evidence of achievement  
-Competent discussion of evidence regarding learning gains  
-Competent narrative on future use of what is learned  
-Pre/post assessments included  
-Clear explanation of communication to parents/students  
-Examples of student work included | Self-evaluation shows reasonable effort to think about one’s teaching experience. |
| 1-2              | -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 | -Narrative on student achievement unclear or missing parts  
-Incomplete discussion of the evidence regarding learning gains  
-Minimal narrative on future use of what is learned  
-Pre/post assessments missing/inc.  
-Minimal explanation of communication to parents/students  
-Few or unclear examples of student work included | Self-evaluation missing or lacks any effort at self-critique |
Lesson Plan Template

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.

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?

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?
   • If a student is struggling in a particular area of literacy that is not the focus of instruction, does your assessment accurately allow the student to show you what they learned?

IV. Standard: List the relevant national, state, district, or school standards addressed in this lesson.
   • Consider Oregon K-12 Literacy Framework in Reading and/or Writing.
   • Consider Common Core State Standards for English Language Arts.

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 should you remind yourself to have ready for this lesson?
   • List any supplemental materials used to adapt lesson for English Learners and for students struggling with literacy.

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?
     o (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?
     o (How is the teacher addressing vocabulary and 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 language and literacy 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 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?
Learning Gains Template

A quality performance on this section should take about 8-10 pages, excluding attachments.

A. Narrative for pre and post performance for three selected students
   1. General introduction on the pre-assessment (applies to all target students) – ½ pg.
      Briefly describe the pre-assessment, and attach a copy of it with a label (e.g. “Appendix 1”)
      How was the pre-assessment given? (all at once/broken into portions, oral/written, as a whole
         class or in small groups, etc.)
      How much time was allowed?
      Where was this assessment given?
      Were accommodations made for special-needs students?
   2. General introduction to post-assessment ½ pg.
      Briefly describe the post-assessment and how it relates to the pre-assessment and attach a copy of
      it with a label.
      How was the post-assessment given?
      How much time was allowed?
   3. Narrative of student performance: 1+ pg. for each target student – make sure to use aliases or
      letters for students, not their real names
      Briefly describe the student and what characteristics made them a choice as a target student.
      What knowledge did the student show on the pre-assessment for at least 3 specific goal/skill areas?
      What did you observe from formative (daily) assessments during the course of the unit?
      How did the student perform on the post-assessment in the 3 goal areas you focused on?
      Explain what you think these data show regarding what the student learned.

B. Interpretive discussion of student learning and factors that affect learning. – note: this section
   can be combined with A3 for each student
   Up to 1 pg. for each target student
   For each student, discuss why you think the student learned what they did. Consider what you
   observed during the unit as well as other factors of which you are aware. You may want to discuss,
   as appropriate, the student’s strengths and weaknesses in academics, study skills, and behavior/social
   skills.

C. Narrative discussion of how data will be used to change future teaching.
   Up to 1 pg.
   What specific changes would you make to improve the unit if you were to teach the unit again?
   What changes, if any, would you make to the pre or post assessment? Why?

D. Communication to Parents
   ½ page
   How were these results actually communicated to students and parents?
   What, if anything, would you do differently regarding communication?

E. Student examples – make sure to include pre-assessments and post-assessments from each of your
   target students. Hide the names, label them (e.g. “Student A – pre”) and refer to them in the text of
   your narratives by that same label.