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

2013-2014

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

February, 2014
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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. EMPL endorsement courses are all offered through a hybrid, online learning model.

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>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ed Studies</strong></td>
</tr>
<tr>
<td>Rhonda Myers</td>
</tr>
<tr>
<td>Reading Advisor &amp; Secondary Placements <a href="mailto:rhondamy@uoregon.edu">rhondamy@uoregon.edu</a>, 541-346-8038</td>
</tr>
<tr>
<td>Kara Whipple</td>
</tr>
<tr>
<td>Elementary Placements <a href="mailto:kwhipple@uoregon.edu">kwhipple@uoregon.edu</a>, 541-346-8034</td>
</tr>
<tr>
<td>Richelle Chambers Krotts</td>
</tr>
<tr>
<td>Registration, Graduate School, &amp; Testing Information <a href="mailto:uoteach@uoregon.edu">uoteach@uoregon.edu</a>, 541-346-1360</td>
</tr>
<tr>
<td>Jeff Edmundson</td>
</tr>
<tr>
<td>Director of Master’s Degree Programs <a href="mailto:jeffreye@uoregon.edu">jeffreye@uoregon.edu</a>, 541-346-2490</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>Fieldwork fulfills 1 of the 4 credits;</td>
<td></td>
<td>Requires program approval</td>
</tr>
<tr>
<td>Tutor Application form required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLD 560 (2) Measurement &amp; Assessment</td>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>EDLD 665 (2) Literacy 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>Scheduled after completion of at least 4 courses, including EDLD 560 and 665</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 – OR – EDST 638 (4) ELL Pedagogy for Humanities</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 638 (4) ELL Pedagogy for Humanities – OR – EDST 646 (4) ESOL Pedagogy for the Elementary Classroom</td>
<td>Fall</td>
<td>Fall</td>
</tr>
</tbody>
</table>

## Testing Requirements

Praxis II: Reading Specialist #5301 (computerized)

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><em>Fieldwork fulfills 1 of the 4 credits; Tutor Application form required</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLD 560 (2) Measurement &amp; Assessment</td>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>EDLD 665 (2) Literacy 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>EDLD 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>EDLD 610 (2) Literacy for Learning I</td>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>EDLD 610 (2) Literacy for Learning II</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 #5301 (computerized)

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 at least 2 years of 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, with a reading-endorsed mentor teacher in your school providing consultation.
3. Arrange for the reading mentor teacher to review 4 of your lessons and provide feedback prior to teaching of lessons.
4. Schedule 2 lesson observations with your university supervisor.

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.

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.

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 page 12 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></td>
<td>• 90 hours of practicum are completed in one term</td>
<td>• 30 hours of practicum are completed per term: fall, winter, spring</td>
</tr>
<tr>
<td>Practicum</td>
<td>• early childhood/elementary OR</td>
<td>• early childhood/elementary OR</td>
</tr>
<tr>
<td>Placement</td>
<td>• middle/high school OR</td>
<td>• middle/high school OR</td>
</tr>
<tr>
<td>/Endorsement</td>
<td>• Candidates with a K-12 license will complete a practicum at</td>
<td>• Candidates with a K-12 license will complete two practicum</td>
</tr>
<tr>
<td></td>
<td>either level to qualify for a K-12 reading endorsement: one in</td>
<td>levels to qualify for a K-12 reading endorsement: one in</td>
</tr>
<tr>
<td></td>
<td>early childhood or elementary OR</td>
<td>early childhood or elementary OR</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>• Candidates with a K-12 license will complete two practicum</td>
<td>• Candidates with a K-12 license will complete two practicum</td>
</tr>
<tr>
<td></td>
<td>levels to qualify for a K-12 reading endorsement: one in early</td>
<td>levels to qualify for a K-12 reading endorsement: one in</td>
</tr>
<tr>
<td></td>
<td>childhood or elementary OR OR</td>
<td>early childhood or elementary OR</td>
</tr>
<tr>
<td></td>
<td>• Candidates with a K-12 license will complete two practicum</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>levels to qualify for a K-12 reading endorsement: one in middle</td>
<td>• Candidates with a K-12 license will complete two practicum</td>
</tr>
<tr>
<td></td>
<td>or high school OR</td>
<td>levels to qualify for a K-12 reading endorsement: one in</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>middle or high school OR</td>
</tr>
<tr>
<td></td>
<td>• Candidates with a K-12 license will complete two practicum</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>levels to qualify for a K-12 reading endorsement: one in middle</td>
<td>• Candidates with a K-12 license will complete two practicum</td>
</tr>
<tr>
<td></td>
<td>or high school OR</td>
<td>levels to qualify for a K-12 reading endorsement: one in</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>middle or high school OR</td>
</tr>
<tr>
<td>Work Sample</td>
<td>• students develop and implement a two-week curriculum unit</td>
<td>• students develop and implement (a) a one-week curriculum</td>
</tr>
<tr>
<td></td>
<td>with a focus on literacy skill development</td>
<td>unit winter term with a focus on providing Tier II support;</td>
</tr>
<tr>
<td></td>
<td>• students develop and implement (a) a one-week curriculum</td>
<td>and (b) a one-week curriculum unit spring term with a focus</td>
</tr>
<tr>
<td></td>
<td>unit winter term with a focus on providing Tier II support;</td>
<td>on providing Tier III support</td>
</tr>
<tr>
<td></td>
<td>• students will be formally observed twice while they are</td>
<td>• students will be formally observed once while they are</td>
</tr>
<tr>
<td>Observations</td>
<td>teaching their work sample</td>
<td>teaching their work sample</td>
</tr>
<tr>
<td></td>
<td>• students will be formally observed twice while they are</td>
<td>• students will be formally observed once while they are</td>
</tr>
<tr>
<td></td>
<td>teaching their work sample</td>
<td>teaching their work sample</td>
</tr>
<tr>
<td>Documentation</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></td>
<td>• complete a Time Log</td>
<td>• complete a Time Log</td>
</tr>
<tr>
<td>Supervisor</td>
<td>• meet with university supervisor and school-based supervisor</td>
<td>• meet with university supervisor and school-based supervisor</td>
</tr>
<tr>
<td>Meetings</td>
<td>at the beginning of the term to plan the schedule and activities for the term</td>
<td>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>
</tr>
<tr>
<td></td>
<td>• schedule a final 3-way conference to address PGA at the end of the term</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>
</tr>
</tbody>
</table>
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 repercussion 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.

Software and Other Technology Recommendations

The core Measurement and Assessment courses (a requirement in both emphases) require you to have access to a computer and a variety of software. The following free software programs will allow you to read assigned materials, view videos, record audio and video, and use MSWord-like word processing and office tools.

- Adobe Flash (http://get.adobe.com/flashplayer/)
- Adobe Reader (http://get.adobe.com/reader/)
- Audacity, an audio recorder and editor (http://audacity.sourceforge.net/)
- Blueberry FlashBack, a screen recorder (http://www.bbsoftware.co.uk/bbflashback.aspx)
- Java (http://www.java.com/en/)
- Jing, a screen recorder (http://www.techsmith.com/jing.html)
- Open Office, a word processing and productivity suite (http://www.openoffice.org/download/)
- Quicktime (http://www.apple.com/quicktime/download/)
- Real Player (http://www.real.com/realplayer/search/test)
- Silverlight (http://www.microsoft.com/silverlight/)

You may also want to invest in an inexpensive headset and webcam for this course and similar online, hybrid courses. Headsets, even iPod style, improve audio quality substantially. A webcam allows for your instructors and colleagues to see you as well as hear you during synchronous online meetings, which tends to make these meetings much more rewarding.
The College of Education has purchased TK20, a comprehensive data system that provides faculty, staff, and students a rich set of tools to enhance our academic programs and students’ experience. The TK20 system will allow us to serve students better by providing tools for advising, managing field placements, and using data for ongoing program improvement. For students, the TK20 system will provide tools to facilitate academic success and professional development, such as:

- Building course and licensure-related products
- Submitting important work and receiving feedback online
- Creating electronic portfolios for sharing work
- Creating and storing records of licensure/certification activities
- Actively participating in advising activities related to program completion and licensure

College of Education students will need to subscribe to the program to access TK20 in order to complete program activities, program assessments, and/or field experiences. Consult your program director for information about how and when to sign up and activate your student subscription. The cost to activate your TK20 student subscription is one-time only, and allows you to access the system as long as you need it, even after graduation.
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:
Professional Growth Assessment of Oregon Professional Standards
For Added Endorsement

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 Added Endorsement
Scoring Guide

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

The following are COE minimum standards for recommendation for initial licensure: The candidate must earn an overall rating of “3” on each of the six major standards during the term full-time supervised student teaching is completed. Within each major standard, the candidate must earn a rating of “3” on at least 50% of the items, with no ratings of “1.” On item 6b, the candidate must earn a rating of “3.” Individual programs may have additional requirements; see your program supervisor for details.
**STANDARD 1: Learner Development and Differences**

<table>
<thead>
<tr>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>1 2 3</td>
</tr>
<tr>
<td>a. The candidate designs and implements developmentally appropriate learning experiences that demonstrate an understanding of how students learn.</td>
</tr>
<tr>
<td>b. 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. 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. The candidate regularly assesses student performance and modifies instruction accordingly.</td>
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**Notes:**

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<tr>
<th>Overall Score</th>
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**STANDARD 2: Learning Environments**

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<th>Rating</th>
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<tbody>
<tr>
<td>1 2 3</td>
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<tr>
<td>a. The candidate creates and maintains environments that support individual and collaborative learning and encourages positive social interactions.</td>
</tr>
<tr>
<td>b. The candidate creates and maintains an environment that promotes active engagement in learning and self-motivation.</td>
</tr>
<tr>
<td>c. The candidate establishes a safe and productive learning environment that includes clear expectations, routines and structures.</td>
</tr>
<tr>
<td>d. The candidate shows respect for all students and various student cultures.</td>
</tr>
<tr>
<td>e. The candidate establishes an environment that cultivates respectful communication among students and adults.</td>
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### STANDARD 3: Content Knowledge and Its Application

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

Overall Score

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### STANDARD 4: Assessment

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<tbody>
<tr>
<td>a. The candidate balances the use of formative and summative assessment to support learning.</td>
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<tr>
<td>b. The candidate uses assessment to monitor student progress and make adjustments in instruction.</td>
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<td>1 2 3</td>
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<tr>
<td>c. The candidate selects, modifies or designs assessments that match learning objectives and minimize bias.</td>
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<td>1 2 3</td>
</tr>
<tr>
<td>d. The candidate helps students identify high quality work and provides effective feedback to guide student progress toward that quality.</td>
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<td>1 2 3</td>
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**Notes:**

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

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<thead>
<tr>
<th></th>
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<th>Rating</th>
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<tbody>
<tr>
<td>a.</td>
<td>The candidate individually and collaboratively plans student learning that is evidence based and linked to content standards.</td>
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<tr>
<td>b.</td>
<td>The candidate plans appropriate sequencing of lessons to facilitate learner growth and understanding.</td>
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<td>1 2 3</td>
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<tr>
<td>c.</td>
<td>The candidate uses a wide variety of evidence-based pedagogical strategies and varies own role (instructor, facilitator, coach).</td>
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<tr>
<td>d.</td>
<td>The candidate engages all learners in developing higher order thinking skills and a deep understanding of content.</td>
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### STANDARD 6: Professional and Ethical Practice

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

**Notes:**

<table>
<thead>
<tr>
<th>Overall Score</th>
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</thead>
</table>
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 Work Sample Scoring Guide.

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. Learning Context

   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

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

   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 how you attend to academic language and comprehension strategies, referring to at least 2 lessons.

   - 4
   - 3
   - 2
   - 1
   - 0

7. Learning gains – Explained in narrative form

   A. Strategies for Assessing Learning Gains
      1. Assessment of prior knowledge
         - 4
         - 3
         - 2
         - 1
         - 0

      2. Formative assessments
         - 4
         - 3
         - 2
         - 1
         - 0

      3. End-of-unit assessment
         - 4
         - 3
         - 2
         - 1
         - 0

   B. Three Students’ Learning Gains
      1. Description of Three Focal Students and Learning Gains
         - 4
         - 3
         - 2
         - 1
         - 0

      2. Factors that Affect Student Learning for three Focal Students
         - 4
         - 3
         - 2
         - 1
         - 0

      3. Constructive Feedback to Student for three Focal Students
         - 4
         - 3
         - 2
         - 1
         - 0

   C. Communication to Families on Student Learning
      - 4
      - 3
      - 2
      - 1
      - 0

   D. How data will be used to inform future teaching
      - 4
      - 3
      - 2
      - 1
      - 0

   E. Examples of student work from unit
      - 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></th>
<th>1. Title/Cover 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/title page includes: your name, grade level(s), subject area(s), title of work sample  
                  | Table of Contents corresponds to tab sections and subsections | The 1 – 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 the 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. |
|---------------------|----------------------|-------------|-----------------------------------------------------------|-------------------------------|
| 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 | -Rationales show careful thought about lesson strategy and sequence -Objectives are consistently clear and well-matched to lesson -Lesson’s 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 | -Thorough explanation of attention to academic language and appropriate comprehension strategies -Shows knowledge of literacy-related issues in subject -Specific connection noted to student needs -Evidence cited from at least two lessons is accurate and relevant | -Thorough description of assessments used, with copies attached -Detailed narrative for each focal student regarding prior knowledge, progress during the unit and evidence of learning, specific to goals -Nuanced discussion of what data shows regarding learning gains -Nuanced discussion of factors affecting student learning -Feedback: Clear evidence in student samples and careful discussion of purpose -Thoughtful explanation of communication to families -Thoughtful narrative on future use of what is learned -Clear, understandable examples of student work included and clearly cited in narrative | Self evaluation shows considerable insight and depth, ability to be constructively self-critical; shows understanding of how social context affects one’s teaching experience. |
| 3 | Basic narrative that includes: -demographics and basic info on both school and general community -description and demographics for classroom, support staff, special needs students | -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 | -Some explanation of literacy efforts shows awareness of literacy concerns, and of academic language and comprehension strategies -Student needs noted -Evidence cited from at least two lessons is accurate | -Adequate description of assessments used, with copies attached -Clear narrative for each student regarding prior knowledge, progress and evidence of achievement, related to goals -Competent discussion of what data shows regarding learning gains -Feedback: clear evidence and adequate discussion of purpose -Clear explanation of communication to families -Adequate narrative on future use of what is learned -Examples of student work included; text citations may not be complete | Self-evaluation shows reasonable effort to think about one’s teaching experience. |
| 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 concerns, academic language or comprehension strategies  
- Little or no connection to student needs  
- Evidence from lessons not cited or is not accurate | - Assessment description missing components or unclear; copies may not be attached  
- 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 explanation of communication to parents/students  
- Minimal narrative on future use of what is learned  
- Few or unclear examples of student work included | Self-evaluation missing or shows little effort at self-critique |
Reading Endorsement Work Sample Consultation Form

(Only for full-time teachers adding a Reading Endorsement while working in their own classrooms)

Student Name ____________________________ Term/Year ______________________

School ____________________________ Subject/Grade ______________________

Reading Teacher Consultant

1. Reading teacher provided consultation for the overall 2-wk. unit plan prior to teaching of unit.

   ___________________________________________  Date
   Signature of Reading Teacher Consultant

2. Reading teacher reviewed four lessons in work sample prior to teaching of lessons.

   ___________________________________________  Date
   Signature of Reading Teacher Consultant

3. Student completed 15 hours of observation in a Reading classroom.

   ___________________________________________  Date
   Signature of Reading Teacher Consultant

University Supervisor

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

2. Student has improved lessons based on Reading teacher’s feedback.

   ___________________________________________  Date
   Signature of University Supervisor
EDST/EMPL Lesson Plan Template

Use this Lesson Plan Template with all formal lessons; 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 only if you are completing an ESOL endorsement. 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.*

IX. **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

General Guidelines
- Length: high quality 9-11 pages, excluding attachments
- Student privacy: Use aliases or letters in place of students’ real names to protect students’ privacy
- Write a narrative on each of the sections described below

A. Strategies for Assessing Learning Gains

1. Assessment of Prior Knowledge (recommended length 1 page)
   - Explain how the initial assessment related to unit goals.
   - What did you hope to learn about students’ understanding of unit goals?
   - Briefly describe the method used. If you used a written document, attach a copy of it with a label (e.g., Appendix 1).
   - How was evidence gathered? (e.g., all at once/broken into portions, oral/written, as a whole class or in small groups)
   - How long did it take for most students?
   - Where was this assessment given?
   - How were accommodations made for special needs and ELL students?

2. Formative Assessments (recommended length 1 page)
   - Briefly describe at least two formative assessments and attach a copy of at least one with a label (e.g., Appendix 2. Formative Assessment).
   - What did you hope to learn about students’ understanding?
   - How were the formative assessments given? (e.g., all at once/broken into portions, oral/written, as a whole class or in small groups)
   - How were accommodations made for special needs and ELL students?

3. End of the Unit Assessment (recommended length ½ page)
   - Briefly describe the assessment you used at the end of your unit to determine what students had learned. Attach a copy of the assessment with a label (e.g., Appendix 3).
   - How does this assessment relate to the other assessments that you used during the unit?
   - How was the end-of-unit assessment given?
   - How long did it take for most students?

B. Three Students’ Learning Gains (recommended length 2+ pages for each focal student).
   Do items 1-3 for each of the three focal students.

1. Description of Focal Student and Learning Gains
   - Briefly describe the student. What are the characteristics of the student that led you to select the student as a focal student?
   - What knowledge did the student show on the initial assessment of prior knowledge? Refer to examples that you include in section E.
   - What did you learn from formative assessments about the student’s understanding during the course of the unit? Refer to examples that you include in section E.
   - How did the student perform on the end of unit assessment on the goals you focused on? Be specific about what was learned/not learned – don’t simply cite scores. Refer to examples that you include in section E.
   - Explain what you think these data show regarding what the student learned.
2. Factors that Affect Student Learning
   - 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.

3. Constructive Feedback to Student
   - Document and explain feedback that you provided to the student.
   - Identify specifically where feedback on performance was provided (must be on at least one student sample). If you are working with young students and the feedback was oral, note the specific lesson/assessment and describe the specific feedback.
   - Discuss the purpose/thinking behind the feedback in relation to the needs of the specific student.

C. Communication To Families on Students’ Learning (recommended length ½ page)
   - How was information on students’ learning communicated to families?
   - What, if anything, would you do differently regarding communication?

D. Narrative Discussion Of How Data Will Be Used To Inform Future Teaching (recommended length up to 1 page)
   - Given the students’ performance, 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 your assessments? Why?

E. Examples of Students’ Work – Include actual assessments from each of your focal students (i.e., initial assessments, formative assessment and end-of-unit assessments). Label each piece of student work with the child’s alias or letter designation (i.e., “Student A – initial assessment”).
# TIME LOG

*(Copy as needed each term.)*

Name __________________________________________

Site ____________________________________________

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**TOTAL___________**

Comments:

Cooperating Teacher’s Signature ______________________________ Date ____________

Student’s Signature ______________________________ Date ____________

*(Signatures verify accuracy of time and activities.)*